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Principals' Perceptions of the Leader Keys Effectiveness System in Georgia

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PRINCIPALS' PERCEPTIONS OF THE LEADER KEYS
EFFECTIVENESS SYSTEM IN GEORGIA

by

Alvin Thomas Jr.

A Dissertation

Presented in Partial Fulfillment of the Requirements for the

Degree of

Doctor of Education

In

Leadership for Learning

Educational Leadership

In the

Bagwell College of Education

Kennesaw State University

Kennesaw, GA

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To Dr. Mike Dishman, thanks for making my research possible and constantly working to make this Doctoral Program a worthwhile experience. To my cohort members, thanks for the encouraging words and fun times.

DEDICATION

This dissertation is dedicated to my family. First, I would like dedicate this to my wife, Dr. Marilyn Thomas. Beside every great man is a great woman. She supported me from start to finish and every day she brings out the best in me. She helped me realize my full potential and grow as a man, husband, and person.

This is also dedicated to my parents. My mom, Evelyn Thomas, forced me to take my education seriously and made a number sacrifices that allowed me live a *normal* life. To my dad, Alvin Thomas Sr., even though you are not here physically to witness this, I know you were with me every step of the way. To both of you, thanks for making me *Boy Wonder* and teaching me to never quit!

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ABSTRACT

PRINCIPALS' PERCEPTIONS OF THE LEADER KEYS EFFECTIVENESS SYSTEM IN GEORGIA

By

Alvin Thomas

Kennesaw State University, 2015

The purpose of this study was to examine principals' perceptions of Georgia's new principal evaluation system, Leader Keys Effectiveness System (LKES). This study focused on principals' perceptions of LKES's ability to evaluate their effectiveness, align to their day-to-day operations, and inform their professional growth. This research study was conducted utilizing a Survey Design and a Convergent Mixed Method Design. This was accomplished by using a descriptive rating, Likert-type LKES Perception Survey to collect quantitative and qualitative data from principals across 83 schools in one of the largest school districts in Metro-Atlanta, Georgia. Specifically, the LKES Perception Survey gathered principals' perceptions of the effectiveness of the 15 components, eight Leader Assessment on Performance Standards (LAPS), 10 objectives, and three weights utilized in LKES.

The findings of this study indicated that a majority of the principals believed they would be effective with or without LKES and they did not believe LKES was effective at helping them grow professionally. However, the principals perceived all of the LAPS to align to their day-to-day operations. Furthermore, elementary, middle, and high school principals perceived the effectiveness of LKES significantly different; especially elementary and high school principals. However, a principal's years of experience, sex, or their school's Title-I status, does not affect their perceptions of the overall effectiveness of LKES.

These findings inform principal evaluation policymakers there are improvements that need to be made to LKES to increase its overall effectiveness and its ability to inform principals' professional growth. These findings also inform principal evaluation policymakers that they need to build measures in LKES that allow for differentiation based on school level but they do not need to invest resources in adapting LKES based on a principal's years of experience.

Overall, these findings will help principal evaluation policymakers and principal evaluators better understand how LKES is perceived by principals. Informing Georgia's principal evaluation policymakers of principals' perception of LKES will help them better design systems that are effective at increasing principals' effectiveness, informing their professional growth, and that are differentiated by school level. Principal evaluators can use the findings of this study to help them better understand how to make the evaluation process more effective and impactful on a principal's performance. All of these findings are vital because the role of the principal is constantly evolving, therefore, this is the time for states to critically study their principal evaluation systems and redesign them to accurately measure a principal's effectiveness and support their professional growth. Redesigning principal evaluation systems will aid in creating more effective schools and improved outcomes for some of public school's lowest performing students by improving principal effectiveness through accurate and effective evaluations.

Keywords: Leader Keys Effectiveness System, principal effectiveness, principal evaluation systems

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CHAPTER I

INTRODUCTION

Background of the Study

School improvement efforts have become a topic of discussion for federal and state educational agencies. Over the past decade, many states have been adopting rigorous academic standards, refreshing teacher and leader evaluation systems, and adding more in-depth school accountability systems (Clifford & Ross, 2012). Many of the school improvement and reform efforts started with the passage of No Child Left Behind (NCLB) in 2002 and were further stressed with the passage of the Race to the Top (RT3) (U.S. Department of Education, 2009) initiative by the Obama Administration. Race to the Top was a \$4.23 billion grant opportunity provided by the American Recovery and Reinvestment Act of 2009 (ARRA) to support new approaches to school improvement. In 2010, 11 states and Washington, D.C. received funding under the RT3 Initiative. An additional seven states received a total of \$200 million in 2011 to aid with their school improvement plans and initiatives. Georgia was one of the first 11 states awarded the RT3 grant in 2010 (Georgia DOE, 2013; U.S. Department of Education, 2009).

Race to the Top encouraged states to develop and create conditions for education innovation and reform, specifically implementing ambitious plans in four educational reform areas:

- recruiting, preparing, rewarding, and retaining effective teachers and principals, especially where they are needed most;
- adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

- building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction; and
- turning around lowest-achieving schools (U.S. Department of Education, 2009).

One of the things Georgia did to address RT3 was to design and implement a new leader evaluation system called Leader Keys Effectiveness System (LKES).

Furthermore, in April of 2014, the Georgia State Board of Education adopted a new policy, State Board Rule 160-5-1.37, establishing that all school districts and charter schools in the state would implement LKES by the 2014-2015 school year (Staff Report, 2014). The Georgia State Board of Educators decided LKES was the new way of evaluating administrators based on objective measures such as student growth and achievement. Under LKES, principals and assistant principals are to receive one of four ratings: Exemplary, Proficient, Needs Development, or Ineffective. Proficient is the target rating for school leaders. In addition, LKES is comprised of three main components: Leader Assessment on Performance Standards (LAPS), Governance and Leadership, and Student Growth and Achievement (Georgia DOE, 2013). These components are discussed in detail in Chapter III.

In addition, State Board Rule 160-5-1.37 was adopted to meet the requirements of House Bill 244, which was passed in 2013, which required the Georgia Department of Education (GaDOE) to establish a teacher and leader evaluation process to be fully implemented by 2014-2015 school year. State Board Rule 160-5-1.37 states:

- By the 2014-15 school year, each school district and charter school shall implement an evaluation system developed by the GaDOE for teachers, assistant principals, and principals that uses measures of student achievement and student growth.

- School districts shall base decisions regarding retention, promotion, compensation, dismissals, and other staffing decisions, including transfers, placements, and preferences in the event of reductions of force, primarily on the results of the new evaluation system.
- The newly developed evaluation system shall give every teacher of record, assistant principal, or principal one of four ratings levels (Staff Reports, 2014, para. 3).

Purpose of the Study

The purpose of this study was to examine Georgia principals' perceptions of their new evaluation system, LKES. Specifically, this study focused on Georgia principals' perceptions of LKES's ability to evaluate their effectiveness, align to their day-to-day operations, and inform their professional growth. More importantly, this study sought to improve the relationship between principals and principal evaluation systems policymakers and help Georgia's policymakers improve the LKES policy by comparing and contrasting it to current literature on principal evaluation improvement.

Improving principal evaluation systems is important because improving principal evaluation systems and increasing leader effectiveness is on the national school improvement agenda. According to U.S. Secretary of Education, Dr. Duncan:

All of us want really good, honest, comprehensive feedback as to how we're doing in our jobs. In far too many places, principal evaluation doesn't help principals learn and grow. There are examples of success, and we need to learn from them, but this should always be determined at the local level. I've talked to many principals who don't feel that their evaluation is helping them get better or is meaningful. When evaluations don't work for

adults, they definitely don't work for children or the education system. We need to be willing to challenge the status quo and learn where we have those examples of success.

This is an area where we have a lot of work to do together (Connelly & Duncan, 2010).

His statement supports this study and the idea that improving LKES will lead to improved principal effectiveness. In the end, this study will aid in creating more effective schools and improved outcomes for some of public school's lowest performing students by improving principal effectiveness through accurate and effective evaluations.

Statement of the Problem

Effectively evaluating principal effectiveness or performance is necessary, however, it can be challenging (Clifford & Ross, 2012; Condon & Clifford, 2012; New Leaders for New Schools, 2010; Stronge, 2013). It is necessary because Leithwood, Seashore, Anderson, and Wahlstrom (2004) found "school leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school" (p. 5). Marzano, Waters, and McNulty (2005), performed a meta-analysis of the research involving 2,802 schools, 1.4 million students, and 14,000 teachers over a 35-year period to investigate a correlation between principal leadership practice and the average academic achievement of students. Their study found that a principal's influence over student academic achievement accounts for a 25% of the variation in student achievement measures.

Effective principals are those who improve academic achievement for all students, increase the effectiveness of their teaching staffs, and consistently take leadership actions shown to improve outcomes for students (Cotton, 2003; New Leaders for New Schools, 2010). However, many state and district principal evaluations systems do not reflect existing principal standards or proven practices (New Leaders for New Schools, 2010). Furthermore, many

principal evaluation instruments are not technically sound (e.g., unclear standards, unproven components, and lack accuracy) or are useful for improving principal performance, despite the proven importance of the principal to school and student success (Clifford & Ross, 2012; New Leaders for New Schools, 2010, Stronge, 2013).

Public schools and student sub-groups are monitored more closely than ever before due to an increase of accountability placed on public schools based on the passage of certain federal and state policies. Many federal and state policies call for effective leadership and improving principal performance to meet the high standards being placed on public schools. However, despite the increasing attention paid to improving principal performance, improving leadership assessments and evaluations has received far less attention than the attention paid to improving principal performance (Goldring, Porter, Murphy, Elliott, & Cravens, 2007). This is problematic because principal evaluations are important to standards-based accountability and school improvement efforts. According to Goldring et al. (2009), “when designed appropriately, executed proactively, and implemented properly, principal assessments can enhance leadership quality and improve organizational performance” (p. 20). In addition, leadership assessments can be used as a personal benchmarking tool for principals, a communication tool between central office and local schools, and a tool to improve a school’s overall effectiveness (Clifford & Ross, 2012; Goldring et al., 2009).

Based on researchers Goldring, Porter, Murphy, Elliott, and Cravens (2007), most leader evaluation systems are “a mile wide and an inch deep; many aspects of leadership are assessed, but most of nothing is assessed in depth” (p. 18). Too often, leader assessments act as a single high-stakes event, a form or interview to be completed, rather than an ongoing process connected to the goal of professional development and continuous improvement. Most principal evaluations

focus on the wrong things, lack clear performance standards, and lack rigor in both their designs and implementation (New Leaders for New Schools, 2010; Reeves, 2009). They focus on general management styles and certain principal behaviors but do not focus on the critical behaviors for producing student achievement.

Reeves' (2009) review of leader evaluation documents found performance standards were either too vague or the performance expectations were unclear. Goldring et al. (2009) found that most assessments of leaders are conducted with no clear norms or expectations. Too many times principals are unclear on what parts of their job are evaluated. Evaluators can easily place emphasis on the easy identifiable standards (e.g., organizational management, communication, and professionalism), which neglects to give principals a clear picture of their expectations. Even though a state adopts new leadership standards, this does not mean their instrument for evaluating principals will align to those standards. Effective evaluation systems have clear expectations of performance levels and precise rubrics allowing evaluators to measure various aspects of a principal's performance (New Leaders for New Schools, 2010; Reeves, 2009).

Additionally, Davis and Hensley (1999) found from interviewing 14 principals that the majority of the principals stated the feedback they received was not effective in helping them grow. Furthermore, all 14 of the principals reported rarely seeing their evaluator; as a result, they stated their evaluator did not know enough about what they do to evaluate them accurately. These researchers stated that 13 of the 14 principals viewed their evaluation process as "perfunctory, shallow, inconsistent and a waste of time" (Davis & Hensley, 1999, para. 18). None of the principals stated that the formal evaluation process made a difference in building his/her leadership capacity. The majority of the principals believed their evaluation process was

adequate if their evaluator wanted to fire them but not if their evaluator wanted to help them improve their practices (Davis & Hensley, 1999).

Principal evaluations need to matter more since today's principals are held accountable for guaranteeing student achievement and exhibiting leadership behaviors to produce effective schools (Catano & Stronge, 2006). Yet, evaluation methods to measure this level of accountability still lack in development and consistency, proper administration, value, and psychometric rigor (Catano & Stronge, 2006; Clifford, Hansen, & Wraight, 2012b). Therefore, this study will examine Georgia's newly implemented principal evaluation system LKES and the way principals perceive its evaluation procedures to evaluate their effectiveness, align to their day-to-day operations, and inform their professional growth.

Research Questions

This study was guided by four descriptive research questions:

1. What are principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness?
2. What are principals' perceptions of the Leader Assessment on Performance Standards alignment to their day-to-day operations?
3. What are principals' perceptions of the Leader Keys Effectiveness System informing their professional growth?
4. What are principals' perceptions of the components utilized in the Leader Keys Effectiveness System?

This study was also guided by four inferential research questions:

5. Are there statistically significant differences among the means of elementary, middle, and high school principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness?
6. Are there statistically significant differences among the means of principals who have been a principal for 0-5, 6-10, 11-15, 16-20, and 20+ years perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness?
7. Are there statistically significant differences among the means of principals of Title-I and Non-Title-I schools perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness?
8. Are there statistically significant differences among the means of male and female principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness?

Significance of the Study

The Race to the Top Grant (U.S. Department of Education, 2009) has made leader effectiveness a topic of conversation in most states, including Georgia. In response, many states have begun to revise their principal evaluations systems to accurately measure the principal's impact on student learning and achievement. For the past two years, Georgia's average graduation rate for all students has been 70.6%, 62.3% for economically disadvantaged students, and 35% for students with disabilities (GaDOE, 2013). To increase these rates, the GaDOE and local school districts are increasing the overall effectiveness of school leaders in their instructional, teaching and learning responsibilities. Therefore, it is essential that Georgia's new principal evaluation system align to current research on principal evaluation improvements.

Conceptual Framework

In the report, *The Ripple Effect*, Clifford, Behrstock-Sherratt, and Feters (2012a) provided a useful framework for representing the relationship between principal's practice, school conditions, instructional quality, and student achievement. In addition, their framework provides an effective illustration of a principal's direct and indirect influences on student achievement (see Figure 1).

Figure 1 illustrates that principal's practices directly influence district policies, community relations, and the school's climate and culture (Clifford, Behrstock-Sherratt, & Feters, 2012a). However, district policies, community relations, and the school's climate and culture also influence the principal's practices. In addition, principals directly influence student learning by creating conditions for more effective teaching and learning. Effective principals make quality hires and ensure they are always building the capacity of their teachers and other support staff. By putting the most effective teachers in front of students, the school sees improved instructional practices. The principal directly influences the instructional practices in his/her building by properly monitoring and evaluating the teaching in his/her building. Therefore, the principal's behaviors and practices indirectly raise the instructional quality throughout the school, which ultimately produce higher levels of student achievement (Clifford et al., 2012a).

The primary goal of schools and effective leadership is to produce high levels of student achievement (Clifford & Ross, 2012; Cotton, 2003). Therefore, effective evaluation systems need to be sensitive to a principal's ability to influence each area in Figure 1. Evaluation systems have to be designed in a way that allows principals to grow in all areas in order for principals to make an impact on student achievement. Furthermore, accurately evaluating

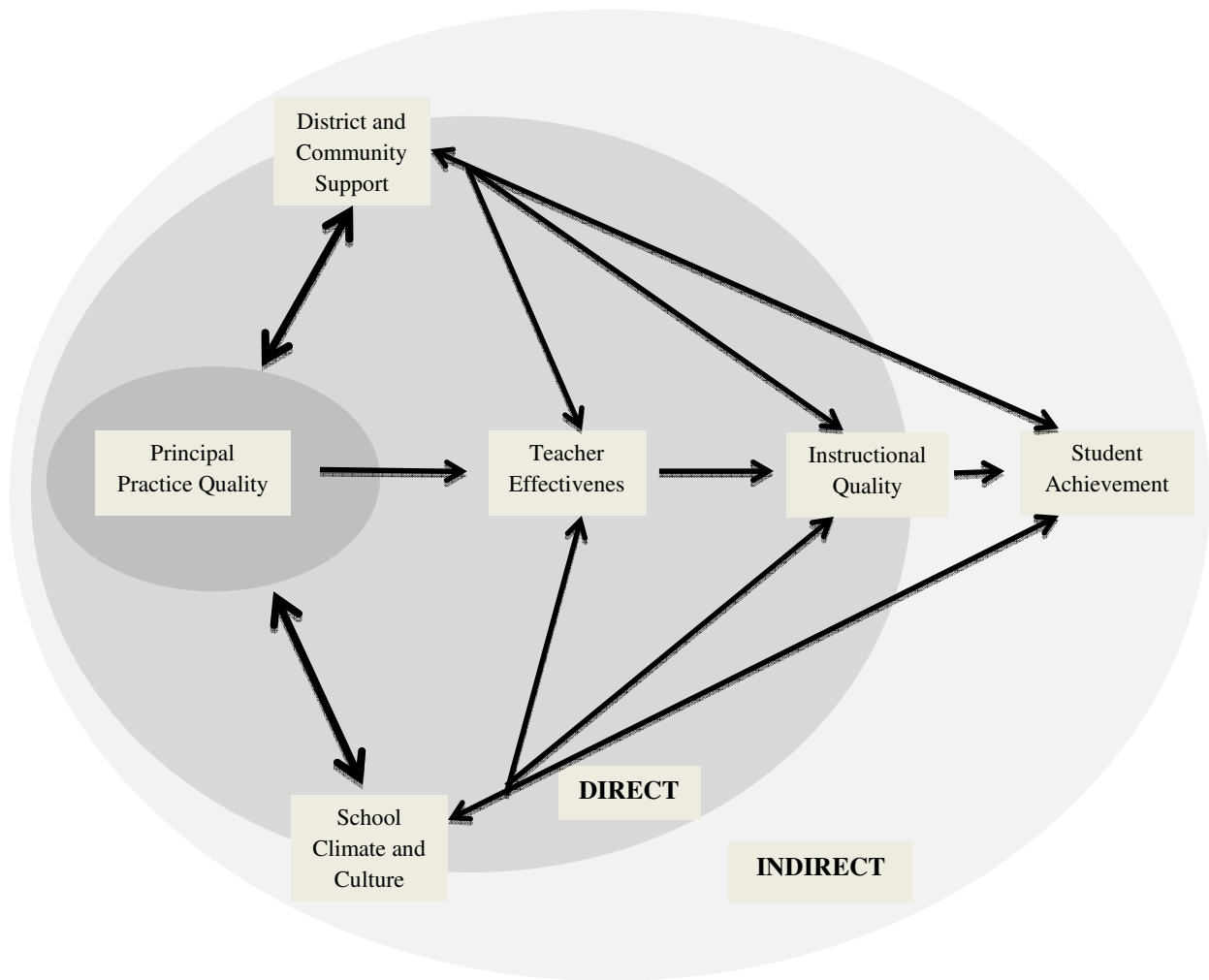


Figure 1: Principal's Influence on Student Achievement. Adapted from "The Ripple Effect: A Synthesis of Research on Principal Influence to Inform Performance Evaluation Design," by M. Clifford, E. Behrstock-Sherratt, J. Fetters, 2012a, *A Quality of School Leadership Issue Brief*, p. 7. ©2012 American Institutes for Research. Used with permission.

effective principal practices that lead to increased student achievement will aid Georgia in producing higher numbers of college and career ready students.

Review of Relevant Terms

This research used the following key terms:

- Component- a major part or smaller element of the larger LKES.
- Effectiveness- the person or school accomplishing its purpose and producing his/her intended or expected results.
- Evaluation- the formal process conducted to provide the principal information about his or her job performance. It is typically a written document provided to the principal annually to provide information to the principal regarding his or her current performance in specific selected areas and to provide information about areas needing improvement.
- Evaluation system- all the components by which principals are evaluated, including the underlying standards upon which judgments are made, the instruments used to assess performance, and other related tools and processes (New Leaders for New Schools, 2010).
- Leader Keys Evaluation System- an evaluation system that will allow the state to ensure consistency and comparability across districts, based on a common definition of leader effectiveness in Georgia (GaDOE, 2013).
- Objective- the intended accomplishments, goals, purposes, or targets of LKES.
- Performance measures or standards (LAPS) - those identified elements used to evaluate the principal's performance. Examples of performance measurement used are student achievement, instructional leadership, and teacher effectiveness.

- Principal- the credentialed administrator and school leader in charge of the day-to-day operations of the school (Principal, 2014).
- Weight- the percentage value a particular category in LKES contributes to a principal's Leader Effectiveness Measure (LEM).

Organization of Study

In Chapter I, an introduction to the study was presented. It included the background for the study, need for the study, purpose of the study, research questions, significance of the study, conceptual framework, and a review of relevant terms. Chapter II presented the theoretical framework and a review of literature regarding effective principal practices, purposes of principal evaluations, performance measures and effective principal practices used to inform effective principal evaluation systems, and principal evaluation improvement recommendations to policymakers. Chapter III presented the methodology for this study, including the research design, instrumentation, data collection, and data analysis. Chapter IV presented the data and data analysis relevant to this study. Finally, a summary and discussion of the findings, limitations, conclusions and recommendations are contained in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Effective principals increase the effectiveness of their teaching staff, consistently take leadership actions shown to improve outcomes for students, and increase academic achievement for all students (Cotton, 2003; New Leaders for New Schools, 2010). However, to date, the limited research on principal evaluation suggests that many state and local school district principal evaluation systems and policies do not reflect existing principal standards or proven practices. Many principal evaluation instruments are not psychometrically sound (e.g., unproven metrics, unaligned standards, and unformed implementation) or useful for improving principal performance, despite the proven importance of the principal to school and student success (Clifford & Ross, 2012; New Leaders for New Schools, 2010, Stronge, 2013).

Furthermore, Condon and Clifford (2012) reported that few principal evaluations align with professional standards or are rigorously tested for reliability and consistency. This leads to most principal evaluations systems relying mostly on student test scores to determine a principal's success. These measures alone dilute the reality of being a principal and are insufficient in providing principals the information they need to improve their practices and schools and relying solely or heavily on student test scores is not a meaningful way to evaluate principals (Clifford & Ross, 2012).

This chapter includes the theoretical framework, review of literature, and summary.

Theoretical Framework

The theoretical framework for this study is transformational leadership, which encourages organizational leaders to participate, contribute, and involve the organization's

members in the decision-making process. In transformational theory, the leader creates an empowering environment in which the individual fulfills her/his needs as a productive member of the organization (Guthrie & Schuermann, 2010). Transformational leadership also provides the organization an intellectual direction and aims at increasing innovation within the school while empowering and supporting teachers as partners in decision-making (Marks & Printy, 2003). Transformational leadership focuses on problem finding, problem solving, and collaboration with stakeholders with the goal of improving the organization's overall performance (Hallinger, 1992). Ultimately, transformational leadership seeks to raise staff member's level of commitment, encourage staff members in reaching their fullest potential, and support them in transcending their own self-interest for the betterment of the school (Burns, 2010; Guthrie & Schuermann, 2010; Marks & Printy, 2003).

Principals are viewed as the primary school leader and organizational manager, which allows them to directly affect student achievement by having behaviors that build, transform, and maintain positive school cultures and strong instructional environments (Clifford & Ross, 2012; Cotton, 2003; Marks & Printy, 2003, *New Leaders for New Schools*, 2010; Stronge, 2013; Stronge, Xu, Leeper, & Tonneson, 2013). Principals also have an indirect effect on student achievement in the way they effectively govern their buildings and empower teachers to contribute to the success of the school (Heck, Larsen, & Marcoulides, 1990; Marks & Printy, 2003). Furthermore, effective principal evaluations systems can be useful in improving principal effectiveness, which indirectly improves teacher effectiveness, and consequently directly improves student achievement within the school (Clifford & Ross, 2012).

Transformational leaders “articulate a purpose for individuals within an organization in a manner that transcends short-term goals while focusing on higher-order intrinsic needs” (Guthrie

& Schuermann, 2010, p. 41). Effective principals are those who boost academic achievement for all students, increase the effectiveness of their teaching staffs, and consistently take leadership actions shown to improve outcomes for students (Cotton, 2003; New Leaders for New Schools, 2010). Effective principal evaluation systems assess a principal's ability to improve student achievement, increase teacher effectiveness, and inform the principal's professional growth (New Leaders for New Schools, 2010). Effective principal systems also include instructional leadership, school climate, human resource leadership, organizational management, communication and community relations, and professionalism performance measures (Clifford & Ross, 2012; New Leaders for New Schools, 2010; Stronge, 2013; Stronge et al., 2013). Additionally, in order for the principal to receive proficient ratings in each measure, teachers and other staff members have to understand the principal's needs that generally are the organization's needs.

Transformational leaders are also charismatic leaders (Guthrie & Schuermann, 2010). These researchers stated, "charismatic leaders display convictions, take stands, and appeal to followers on an emotional level and articulates a vision that is appealing and inspiring to followers" (p. 41). Effective principals empower their staff through shared decision-making (Cotton, 2003) and motivate the staff to commit to the organization's goals (Leech & Fulton, 2008). Effective evaluation systems also evaluate a principal's instructional leadership capabilities (Clifford and Ross, 2012; New Leaders for New Schools, 2010; Stronge, 2013; Stronge, et al., 2013). Therefore, transformational leaders and effective principals both "espouse a clear set of values and demonstrate them in every action, becoming a role model for everyone within the organization" (Guthrie & Schuermann, 2010, p. 41) and effective evaluation systems accurately evaluate a principal's ability to do so.

Guthrie and Schuermann (2010) stated, transformational leaders “stimulate and encourage creativity in their followers and respect and celebrate the individual contributions that each follower makes to the team” (p. 41). New Leaders for New Schools (2010) stated, effective principals “take deliberate steps to boost the effectiveness of their teaching force” (p. 17) and they believe effective evaluation systems evaluate a principal’s ability to improve teacher effectiveness within his/her building. Thus, in order for transformational leaders to transform their organization, and for effective principals to improve the effectiveness of their staff, they “take risks, solicit follower’s ideas, attend to each follower’s needs, acts a mentor or coach to the follower, and listen’s to the follower’s concerns and needs” (Guthrie & Schuermann, 2010, p. 41). Consequently, effective principal evaluation systems accurately evaluate a principal’s ability to do so. The idea that effective principals are transformational leaders is illustrated in Figure 2.

Review of Literature

This literature review focuses on the following topics: effective principal practices; purposes of principal evaluations; performance measures and effective principal practices used to inform effective principal evaluation systems; and principal evaluation improvement recommendations to policymakers. The purpose of this literature review was to understand how principal evaluation systems could be used to improve a principal’s overall effectiveness, inform a principal’s professional growth, and better align principal performance standards to a principal’s day-to-day operations. In addition, another goal of the literature review was to understand principals’ perceptions of the effectiveness of their current evaluation systems and existing recommendations for improvements.

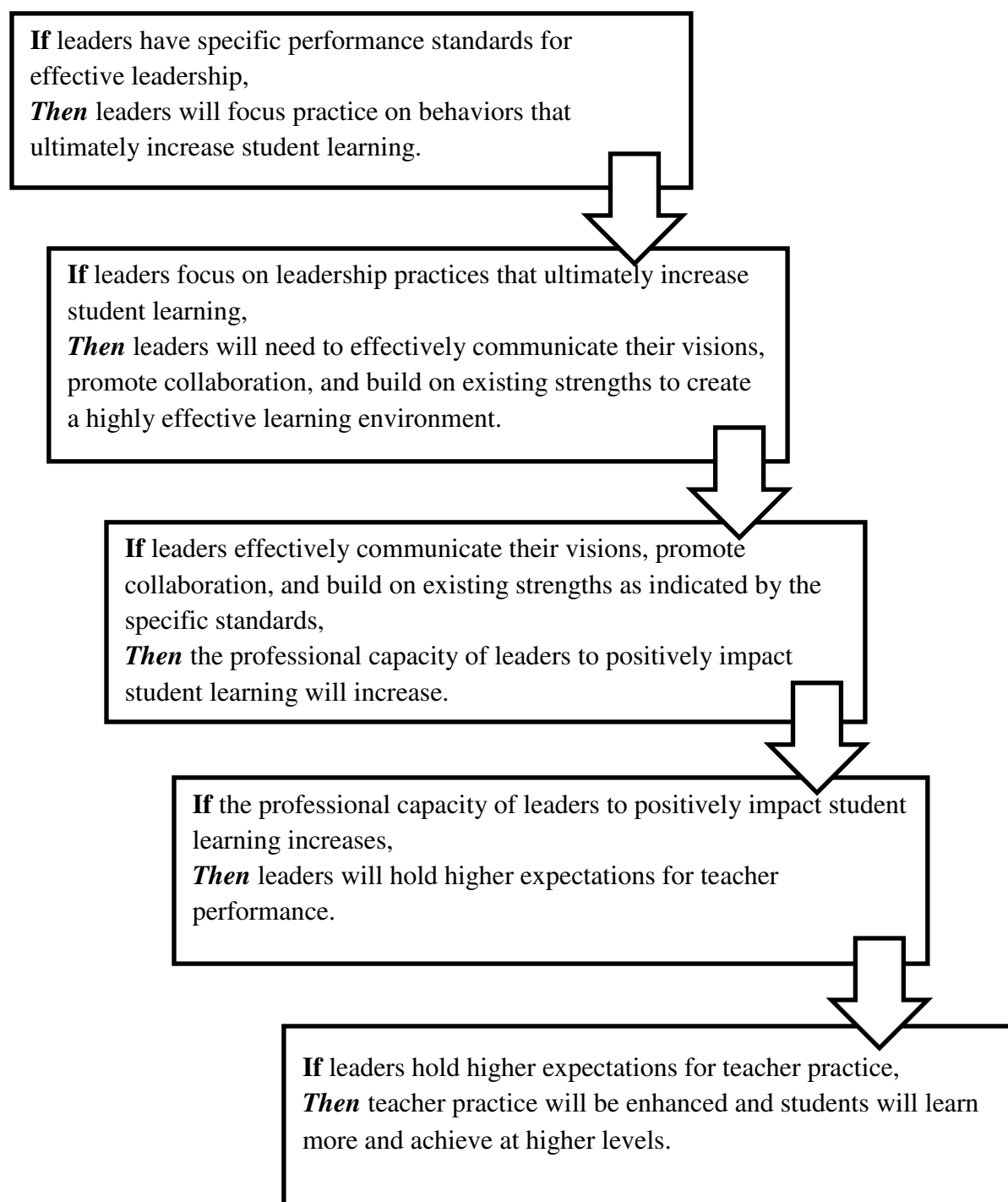


Figure 2: Theory of Action from the “Leader Keys Effectiveness Handbook 2013” by Georgia Department of Education, 2013, p. 12. Copyright 2014 by Georgia Department of Education. All Rights Reserved.

Effective Principal Practices

Before understanding the process of constructing, implementing, and improving principal evaluations systems, it is important to understand effective principal practices or behaviors. This part of the literature review focused on specific principal practices and behaviors that lead to increased student achievement.

While limited research is available on principal effectiveness (Davis, Kearney, Sanders, Thomas, & Leon, 2011); sufficient research exists on principal practices to be able to influence principal evaluations and professional growth (Clifford et al., 2012b). Principals influence student learning through their everyday practices, which includes knowledge, dispositions, and actions. Leithwood, Seashore-Louis, Anderson, and Wahlstrom (2004) stated, “school leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school” (p. 5). Marzano et al. (2005) performed a meta-analysis on research studies involving 2,802 schools, 1.4 million students, and 14,000 teachers over a 35-year period to investigate the relationship between principal leadership practice and the academic achievement of students. Their study found that a principal’s influence over student academic achievement accounts for a 25% of the variation in student achievement measures. Heck, Larsen, and Marcoulides (1990) concluded that the principal has a direct and indirect effect on student achievement. Specifically, their study found that principals directly affect student achievement by demonstrating behaviors that produce positive school climates and build stable instructional organizations. They also found principals have an indirect effect on student achievement by the way they effectively govern their buildings.

Researchers trying to find evidence of practices that make a statistically significant difference in schools have spent time examining studies related to principal practices and school

effectiveness. Common findings across studies have found the following practices are associated with high student achievement and high performing schools:

- creating and sustaining a clear and concise vision for the organization's goals;
- empowering staff through shared decision-making;
- effective resource management; and
- developing strong and respectful relationships with parents and communities to mutually support children's education (Cotton, 2003; Marzano Waters, & McNulty, 2005; Stronge, Richard, & Catano, 2008).

Creating and sustaining a clear and concise vision. In the literature concerning effective leadership, vision has a variety of definitions, all of which include a mental image or picture, a future destination, and aspects of directions or goals (Mendez-Morse, 1993).

Therefore, an effective principal must have a clear vision of how all the components of the school will operate now and in the future. Effective principals also know where they want to go, how to take corrective action when the organization is not on the right track, and how to assess when the organization has arrived at its destination. More importantly, effective principals help their schools embody "the best thinking about teaching and learning" (Leithwood & Riehl, 2003, p. 5).

Today's principals have multiple responsibilities and spend much time balancing the need to be instructional leaders with the needs of their staff, students, and parents. According to Stronge et al. (2008), "fulfilling these multiple responsibilities well requires principals to possess an inner compass that consistently points them toward the future interests of the school, never losing sight of their schools' visions, missions, and goals" (p. 5).

Scheurich's (1998) found that successful schools and their leaders have both a strong vision but they have a particular vision that all children can learn and achieve at high levels. A principal creating a clear vision is also important for inspiring staff members to want to achieve the organization's goals. This is significant because people are usually "motivated by goals they find personally compelling, as well as challenging but achievable" (Leithwood et al., 2004, p. 23). Creating a clear vision also allows principals to develop a shared meaning and understanding among staff and students, which increases the quality of work within the school building. Furthermore, a clear vision aids in uniting the community with the school's goals and strengthen the external relationships schools need to be successful.

Lastly, the principal's vision serves as a road map for the school and guides the work of the organization. According to Mendez-Morse (1991),

The vision serves as a picture of what they want students to achieve. Principals engage teachers, parents, students, and others to share in creating the vision. They encourage them to join in the efforts to make that vision a reality. They keep the vision in the forefront (p. 2).

Peterson, Gok, and Warren (1995) found in their study of shared decision making in 24 successful schools that the principal "talked enthusiastically and engagingly about what the school stands for in language all stakeholders could understand" (p. 5). Followers of the principal have to be able to relate to the leader's vision and in successful schools, leaders make sure to articulate their vision for the organization in a clear and concise way.

Empowering staff through shared decision-making. A significant body of literature supports the fact that when principals empower their staff through shared leadership and decision-making, the entire organization benefits (Cotton, 2003). High achieving schools involve

their staff members in school governance and instructional program decisions. Successful leaders count on many others in the organization and do not only rely on their own thinking or knowledge (Leithwood et al., 2004). A successful school requires a collaborative effort among staff members to increase student achievement; consequently, the principal must engage teachers on important issues in order to empower their decision-making.

The traditional roles of teachers and principals have changed over time. Successful principals put organizational structures in place that encourage group action, which requires the sharing of ideas, resources, and information (Leech & Fulton, 2008). These structures provide opportunities for members of the organization to embrace positive interdependence and collegiality (Covey, 1989). Kouzes and Posner (1997) found that, a leader's ability to empower his/her staff to work together depends on their ability to "make certain that people have the skills and knowledge needed to make good judgments, keep people informed, develop relationships among the players, involve people in important decisions, and acknowledge and give credit for people's contributions" (p. 162). By sharing power, the leader creates a sense of ownership in the organization's success. This feeling of ownership increases the staff's commitment to the organization's goals and loyalty to the leader (Leech & Fulton, 2008).

Effective resource management. Cotton (2003) suggested that principals must know best practices regarding the management of the organization, operations, and resources to create safe, efficient, and effective learning environments. In order to be effective, principals must make use of the resources available to them. Principals support their staffs as far as they can but realize sometimes some staff members do not fit into the environment they are trying to create. Effective principals hire very carefully but are able to determine which teachers are ineffective and will not have the capacity to grow in that particular environment (The Wallace Foundation,

2013). They also align their budgets with the learning improvements they want to accomplish with their staff. Not all principals sacrifice student achievement for a few dollars; instead, they are always looking for ways to maximize their resources, even if they are limited. However, according to Plecki et al. (2009) school resources rarely align to school improvement goals. Schools rely heavily on the previous year's budget, which does not consider the present school year's priorities.

Effective school leaders spend more time investing their resources than using them. They consider the application and sustainability of their human resource decisions (Miles & Frank, 2008) and consider future challenges when managing resources. In their study of 14 urban schools, Plecki et al. (2009) found the schools that had improved student achievement had leaders who:

- redirected staffing resources to positions, team structures, and other arrangements that increased instructional leadership across the school; and
- focused resources on the development of useful data sources and the systems that facilitate the use of these data for addressing problems of practice in classrooms (p. 10).

Plecki et al. (2009) stated that the leaders were always looking for ways to build their capacity on resource allocation, and they saw gains in student achievement throughout the school year.

Developing strong and respectful relationships with parents and communities. In effective schools, a significant relationship exists between the parent's active participation in their child's learning and the child's academic performance (Bartell, 1989; Cotton, 2003; Jeynes, 2011). Therefore, principals in high-achieving schools are constantly seeking opportunities to engage parents and community members in their schools. According to Cotton (2003),

Effective principals interact with parents and the community to communicate their vision for their school, get constituent input, and make certain that the resulting goals are broadly understood. They engage parents and community members as classroom helpers, take meetings to neighborhoods, arrange for teachers to ride school buses in order to meet parents, have schools serve as community centers, and encourage parents to work with their children on instructional activities at home (p. 18).

Bartell's (1989) study of 66 principals who had received the National Association of Secondary School Principals (NASSP) outstanding principal of the year award found the principals routinely solicited input from parents and community members for decision-making. Gaziel's (1995) study of 10 random principals found the principals in high-performing schools devoted 66 % more of their work time on parent and community relationships than did the principals of the average achieving schools. Johnson and Asera (1999) found in their study of nine high-performing elementary schools that the educators in the buildings developed strong partnerships with parents to support student achievement. They also found that the leaders within the schools made extra efforts to go the extra mile to win the confidence of parents within their school community.

This literature indicates that when principals exhibit researched best practices and behaviors they can have a positive impact on their school and student achievement. In addition, the literature indicates that principals effectively assist in increasing student achievement by taking the following actions:

- create and sustain a clear and concise vision for the organization's goals;
- empower staff through shared decision-making;
- effectively manage resources; and

- develop strong and respectful relationships with parents and communities to mutually support children's education (Cotton, 2003; Marzano et al., 2005; Stronge et al., 2008).

Purposes of Principal Evaluations

The principal is important to a school's effectiveness and overall student achievement. Therefore, accurately evaluating principal behaviors is important to a school's overall success. However, before fully understanding the process of constructing effective principal evaluation systems, it is important to understand some of the common problems with traditional principal evaluation systems and the benefits of constructing effective principal evaluation systems.

Problems with principal evaluation systems. The purpose of evaluating principals is to improve the principal's overall effectiveness and serve as a guide for his/her professional development (Condon & Clifford, 2012; Clifford & Ross, 2012; New Leaders for New Schools, 2010; Stronge, 2013). However, current research on principal evaluations suggests many principal evaluations do not reflect proven principal practices, are not technically sound, and are not useful in improving principal performance (Clifford & Ross, 2012; New Leaders for New Schools, 2010; Stronge, 2013; Stronge et al., 2013). Many times principals view the evaluation instrument as a checklist and not as means for improvement. Another problem is that a principal's evaluator invests little time in making the process meaningful for principals and principals rarely receive feedback about their effectiveness (Davis & Hensley, 1999).

Davis and Hensley (1999) found from interviewing 14 principals that the majority of the principals perceived the feedback they received was not effective in helping them grow. Furthermore, all 14 of the principals reported rarely seeing their evaluator; as a result, they perceived their evaluator did not know enough about what they did to evaluate them accurately. More importantly, these researchers found that 13 of the 14 principals viewed their evaluation

process as “perfunctory, shallow, inconsistent and a waste of time” (Davis & Hensley, 1999, para. 18). In addition, none of the principals stated the formal evaluation process made a difference in building their leadership capacity. Finally, the majority of the principals believed their evaluation process was adequate if their evaluator wanted to fire them but not if their evaluator wanted to help them improve their practices.

Goldring et al. (2009) found in their nationwide study of principal evaluations from 35 urban school districts across nine states that most of the evaluations neglected “leadership behaviors that ensure rigorous curriculum and quality instruction” (p. 1). They also found that most principal evaluations were based on instruments of unproven utility, psychometric properties, and accuracy. In addition, they found that most evaluation instruments assessed principal’s general management skills and not the behaviors that influence student achievement. Their study also pointed out that most of the evaluation systems were not based on clear performance standards. Even though most states have principal performance standards, most of the evaluation systems they studied did not align to them. Goldring et al. (2009) found that most of the principal evaluation systems were limited in the rigor of their design and implementation. Most evaluation systems had not been tested for psychometric properties and were not built on the latest research. Finally, their study found many times principal evaluators were not properly trained on the evaluation tool resulting in weak implementation and unsatisfactory experiences among the participants.

Stronge et al. (2013) believed that most principal evaluations did not differentiate among poor, average, good, or great principals and rarely were growth-oriented or accountability-based. From their research, it is evident that many principals are too highly rated because most

evaluation systems only rate principals as satisfactory or unsatisfactory. Reeves (2009) found other common flaws of principal evaluation systems including:

- absence of meaningful and timely feedback;
- lack of consequences;
- nonalignment to professional standards;
- absence of clearly communicated criteria and standard protocols; and
- failure to enhance principal motivation and improve performance.

Effective principal evaluation systems. With the role of the principal steadily evolving and the findings on the importance of the principal regarding student achievement, principal evaluations systems need to be more effective at evaluating a principal's performance. Clifford et al. (2012b) suggested principal evaluations should be as comprehensive as possible. They also believed principal evaluations should be fair, accurate, and useful. Additionally, a committee of principals convened in 2010 stated they believed effective principal evaluation systems were:

- created by and for principals;
- part of a comprehensive system of support and professional development;
- flexible enough to accommodate differences in principals' experiences;
- relevant to the improvement of principals' dynamic work;
- based on accurate, valid and reliable information, gathered through multiple measures;
- fair in placing a priority on outcomes that principals can control; and
- useful for informing principals' learning and progress (Clifford & Ross, 2012, p. 3).

Stronge et al. (2013) suggested that principal evaluation systems should be based on researched guided performance standards such as instructional leadership, school climate, human resource leadership, organizational management, communication and community relations, and

professionalism. They concluded that principal evaluation systems should look strictly at principal behaviors and how those behaviors influence student growth. The Wallace Foundation (2009) also stated that principal evaluations should give a clear idea of the principals' duties and responsibilities and principal evaluations should have a "strong focus on instruction and the behaviors most likely to drive better student learning" (p. 4). Too many principal evaluations assess principal's knowledge and traits rather than the behaviors they exhibit on a daily basis (The Wallace Foundation, 2009).

Also, the research of The Wallace Foundation (2009) found that principal evaluations should be anchored in accepted and trusted leadership standards. This allows principals to prioritize their leadership behaviors and know what should be driving the majority of their work. They also expressed the need for principal evaluation instruments to promote school improvement rather than "reinforce the status quo" (p. 8) and The Wallace Foundation believed a powerful principal evaluation process should direct a principals' attention to the challenges within their buildings and pinpoint the actions that are most effective to addressing those challenges.

Additionally, The Wallace Foundation (2009) stated that principal evaluations should feature reliable and tested instruments and be flexible enough to take different purposes and contexts into account. The evaluation "should be designed to reach the same or similar conclusions if two or more leaders are evaluated in particular conditions" (p. 8). Lastly, they concluded that reliable principal evaluation systems lead to applicable professional development that addresses any weaknesses of the principal found throughout the evaluation process.

New Leaders for New Schools (2010) suggested effective principal evaluation systems assess a principal's ability to improve student achievement results and other critical student

outcomes. They also suggested that an effective principal evaluation system judges a principal's success of increasing the percentage of effective teachers who work in their school. Increasing teacher effectiveness increases the principal's effectiveness, which produces better student outcomes. Finally, New Leaders for New Schools considered an effective principal evaluation system requires the "ongoing professional growth of school leaders" (p. 10). The system should drive a principal's effectiveness and learning, helping them to adopt new practices and perfect their current practices.

According to Stronge et al. (2013), "the purpose of a high quality principal evaluation system is to support the principal's growth and development while simultaneously holding him or her accountable for student success" (p. 8). The role of the principal is evolving, and principals' evaluation systems should reflect principals' new roles and responsibilities. Evaluating principals solely on student test scores is not enough in this era of accountability. Principals' impact on the student achievement in their buildings has to be a part of the evaluation system if states and school districts want to see better student outcomes.

The literature shows that historically principal evaluations have not been impactful and have been viewed by principals as an overall waste of time. However, the literature and studies on effective principal evaluation systems agree effective systems should inform principal growth, evaluate a principal's ability to produce better teachers, evaluate the principal's ability to increase student achievement, and accurately paint a picture of the school's overall effectiveness (Goldring et al., 2009; New Leaders for New School, 2010; Stronge et al., 2013).

Performance Measures and Evidence Used To Construct Principal Evaluations

With rising achievement standards and increasing school accountability, states are being challenged to redesign and in some cases overhaul their principal evaluation systems. This part

of the literature review focuses on the performance measures that should be used to construct principal evaluation systems. However, the literature on the performance measures needed to construct principal evaluation systems was very limited. Therefore, three studies were used for this part of the literature review: *New Leaders for New Schools* (2010), Clifford and Ross (2012), and Stronge et al. (2013).

Student achievement outcomes and growth. Since schools are being held to higher standards of accountability and principals have a direct and indirect influence on the student achievement in their school building; researchers make it clear student achievement should be included in the construction of principal evaluation systems (Condon & Clifford, 2012; Clifford & Ross, 2012; *New Leaders for New Schools*, 2010; Stronge, 2013). *New Leaders for New Schools* (2010) concluded principals should be evaluated on their ability to increase student achievement. Specifically, principals should be evaluated on student growth over time, closing the achievement gap within sub groups, and students' college and career readiness.

At the core of the student outcome measurements evaluators should use two sets of data:

- assessment results in core academic subjects- state administered tests in English Language Arts, mathematics, science, social studies, and reading in some cases; and
- other academic measures of college readiness- these measures are more evident in high schools and include progression from grade to grade, credit accumulation, graduation rates by cohort of students, the quality and rigor of high school diplomas, and rates of college acceptance and persistence (*New Leaders for New Schools*, 2010, p. 14).

According to *New Leaders for New Schools* (2010),

Principal evaluations systems should weigh heavily the improvement of students over time on available assessments and the movement of schools in the percentages of

students progressing from grade to grade and graduating college and career ready.

Further, evaluation systems should put particular emphasis on groups of students who have been traditionally underserved in public education; low-income students, students of color, and English language learners (p. 15).

Placing emphasis on student growth gives a precise measure of a principal's impact on the school, provides evaluators with an accurate starting point, and shows how the principal's behaviors move students from one point to another. In addition, emphasizing student growth also places attention on all students, especially the low-performing students in school. Ultimately, focusing on student growth allows for a more focused and accurate evaluation because every school will have its own starting point.

Stronge et al. (2013) had similar thoughts as *New Leaders for New Schools* (2010) and determined principal evaluation systems must hold principals accountable for student achievement. Stronge et al. (2013) referred to it as student progress; a students' academic growth throughout the school year and explained the "principal's leadership should result in acceptable, measurable student academic progress based on established standards" (p. 120). They also stressed how principals should be evaluated on their ability to collaboratively develop, implement, and monitor a school improvement plan that results in increased student academic progress. To do this, the principal should use researched best practices to inform student goals and determine school improvement initiatives.

Stronge et al. (2013) concluded in order for a principal to influence student achievement he/she has to collaborate with teachers to analyze data and use educational research to implement the appropriate interventions or enrichment strategies. Effective principals also guide their staff in developing achievable short and long-term student achievement goals. This is important

because realistic student achievement goals are the foundation for student progress measures. To conclude, evaluating principals on student progress includes evaluating the principal's ability to set benchmarks and implement appropriate strategies and interventions to accomplish desired outcomes.

Clifford and Ross (2012) concluded that principals should be evaluated on student achievement growth. However, evaluation systems should rely both on standardized test assessments and other student performance measures to encompass the entirety of the student's learning experience. Clifford and Ross also cautioned districts and states from adopting Value-Added Models (VAMS) to evaluate a principal's influence on student achievement in their building. VAMS typically try to determine how specific principals and teachers affect the growth of student achievement over time and use aggregated means in order to determine principals' scores. Clifford and Ross stated, "while VAMS are relativistic and attempt to address the extent to which changes in student performance can be attributed to a specific school and/or teacher, the models are incredibly complex statistically and can be problematic" (p. 15).

Therefore, Clifford and Ross (2012) maintained that districts and states should create systems with multiple data points of student outcomes and not just standardized test scores. In addition to test scores, they identified other measures of student outcomes including: "portfolio of artifacts; formative and summative teacher-administered test data; work sample scores; benchmark assessments; use of rubrics; attendance rates; discipline referrals; graduation rates; participation in school clubs and activities; ACT/SAT scores; advanced placement scores; scholarships; and special recognitions and accomplishments" (p. 15). They described how using all of these measures can paint a more accurate picture of the principal's effect on student growth and achievement.

Instructional leadership. One of the evolving aspects of the principal's job is his/her ability to build a stable and effective instructional environment. Therefore, another performance measure that should be included in the construction of principal evaluation systems is a measure to evaluate a principal's instructional leadership capabilities.

According to Stronge (2013), principals show instructional leadership when they:

- build and sustain a robust vision of learning;
- share leadership with teachers;
- lead a learning community; and
- monitor and support high-quality curriculum and instruction (p. 62).

Effective principals understand that creating a clear, sustainable, and inspiring vision is at the heart of what they do (Leithwood & Riehl, 2003). Effective principals also understand that capitalizing on teachers' leadership and instructional leadership is a smart investment of their time. Effective principals also lead professional learning communities by promoting practices that result in effective teaching and mastery of learning. Effective principals are more than planners or organizers of professional learning communities; they are active participants within the learning communities. Effective principals also ensure high-quality instruction is going on in their building and seek out opportunities to become knowledgeable about curriculum standards (Cotton, 2003; Stronge, 2013; Wahlstrom & Loius, 2008).

New Leaders for New Schools (2010) placed their focus more on all of the principal's behaviors that support the instruction within their building. Principals should exhibit actions that lead them to being an instructional leader in their school (New Leaders for New School, 2010). Based on their observations, effective principals ensure the curriculum and instruction in their building is aligned to standards for college and career readiness. Effective principals also hold

teachers accountable for an agreed upon set of instructional strategies. These expectations influence students' actions and students become aware of what instructional practices to expect in every classroom. Ultimately, effective principals lead teachers through using student data to plan lessons, set agendas for team meetings, drive their professional development needs, and determine the academic interventions needed for struggling students (New Leaders for New Schools, 2010).

Clifford and Ross (2012) stated that principal evaluation systems “should have a domain that focuses on measuring a principal’s leader knowledge, skills, and behavior competencies” (p. 19). In their research, Clifford and Ross took the focus off evaluating principal’s efforts on being an instructional leader and placed the focus on evaluating the qualities principals need to improve their daily practice. Principals should exhibit professional qualities that allow them to be instructional leaders, build support for their vision and mission, and behave in an ethical manner (Clifford & Ross, 2012). Furthermore, effective principals constantly self-reflect on their instructional practices and make the necessary changes to improve their school. To Clifford and Ross (2012), it is less about evaluating principals on their instructional leadership and more about evaluating principal’s professional qualities that allow them to be an instructional leader within their building.

Teacher effectiveness. In order for principals to be effective instructional leaders, they have to have effective teaching in their building. New Leaders for New Schools (2010) stated, “highly effective principals take deliberate steps to boost the effectiveness of their teaching force” (p. 17). Specifically as it relates to teacher effectiveness, they concluded principals should be evaluated on:

1. Growth in the percentage of teachers under a principal's supervision who make effective gains in student outcomes.
2. Improvement in the differential retention of teachers who are evaluated as effective. (p. 17).

The first measure puts the focus on student achievement and examines student achievement on an individual teacher basis and not a school-wide view. A teacher's student achievement should be tied to gains, which will demonstrate a principal's effectiveness to lead a staff, which sends a powerful message to stakeholders in the district. According to *New Leaders for New Schools* (2010), including teacher effectiveness in the principal evaluation system, "demands that districts and states design and implement systems for measuring individual teachers' contributions to student achievement; and it encourages principals to attend to the practice and results of all of their teachers for whom assessment data are available" (p.17). Principals should be evaluated on how successful they are at recruiting and retaining effective teachers as well as exiting ineffective teachers. This calls for principals to become more effective evaluators and recognizers of talented teachers.

Similar, to *New Leaders for New Schools* (2010), Stronge et al. (2013) suggested principals should be evaluated on their human resource leadership. Specifically, principals should be evaluated on their ability to "select quality teachers and staff, induct and support new teachers, mentor novice teachers, provide professional growth opportunities, and retain quality staff" (p. 32). Effective principals understand that supporting and encouraging teachers' professional growth is the most effective way to produce higher student achievement in their buildings. Effective principals also take pride in putting the right people in the right places. Overall, effective principals know when they hire, develop, support, and retain the most effective

teachers they greatly influence positive student outcomes and more college and career ready students.

Clifford and Ross (2012) did not include a measure for evaluating principals on increasing teacher effectiveness in the construction of their principal evaluation system. However, they included increasing teacher effectiveness in their student achievement measure. If principals exhibit behaviors to shape a quality instructional program in their building, it will produce high student achievement in their building. Therefore, Clifford and Ross evaluated principals on student achievement, which simultaneously evaluated their ability to hire, develop, support, and retain quality teachers.

School climate and culture. Another performance measure that should be included in the construction of principal evaluation systems is a measure to evaluate a principal's ability to build a positive school climate and culture within their building. Hoy, Tarter, and Kottkamp (1991) defined school climate as the "enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perception about behavior in schools" (p.10). This is important because Stronge (2013) explained, "effective principals influence school climate by focusing on the involvement and support of all stakeholders and building and sustaining trust" (p. 62). Effective principals know the importance of having positive relationships with parents, the school community, and staff members in order to influence student achievement in a positive direction. Trust becomes the foundation of these relationships and effective principals lead from a position of trust, which they model and foster daily (Tschannen-Moran, 2009).

Clifford and Ross (2012) reported principal evaluation systems should measure a principal's ability to build a positive school culture. Specifically, Clifford and Ross (2012) stated

principals should be evaluated on their “ability to develop and maintain a positive school culture that includes not only the tone of the school but also school safety, enthusiasm of students and faculty, and the level of connectedness with the community” (p. 17). Effective principals understand that school culture supports school improvement efforts. If a school has a negative culture, it diminishes the effects of the school improvement efforts, which negatively affects students’ college and career readiness. Clifford and Ross (2012) stated, “leaders strongly influence student learning by creating and sustaining a culture that sets high expectations and enables teachers and students to learn and work collaboratively” (p.17).

New Leaders for New Schools (2010) concluded principal evaluation systems should measure a principal’s actions to build a strong school culture. New Leaders for New Schools believe effective principals promote high expectations for students and staff in order to ensure students reach their learning goals. More importantly, New Leaders for New Schools stated that effective principals,

Implement clear, consistent codes of student and adult conduct focused on positive learning behaviors and respect for self and others; this ensures that students know exactly what is expected of them and allows adults to build an age-appropriate curriculum that explicitly teaches students the skills they will need to meet expectations (p. 19).

In the end, New Leaders for New Schools (2010) believed effective principals build strong relations with the school community and welcomes the community to be a part of the instructional vision of the school.

Communication and community relations. Another performance measure that should be included in the construction of principal evaluation systems is a measure that effectively evaluates a principal’s ability to communicate and build productive relationships with

community stakeholders. Stronge (2013) concluded effective principals know how to build healthy relationships with colleagues, students, parents, policymakers, and the larger community. In addition, Stronge et al. (2013) determined effective principals know how to “unite these stakeholders into a cohesive group moving toward the same quality goal: educating children and raising student performance” (p. 45). Effective principals understand that they do not work in a vacuum, need the support of others to be effective, and must involve stakeholders in the decision-making of the school.

Clifford and Ross (2012) concluded principals should be evaluated on their ability to build strong community relationships with stakeholders within and outside the school. Clifford and Ross (2012) determined effective principals “engage and gain stakeholder support to serve the wide range of medical, emotional, and social needs of students” (p. 21). Effective principals understand that parents, community partners, district leaders, teachers, and students are important partners in their school improvement efforts. Furthermore, effective principals mobilize the resources inside and outside of the school to build an effective school program. By promoting open communication with families, community partners and other caregivers, effective principals are able to increase the support for their strategic plans and initiatives (Levin & Fullan, 2008).

Organizational management. Another performance measure that should be included in the construction of principal evaluation systems is a measure that effectively evaluates a principal’s ability to manage the day-to-day operations of their school. According to Stronge et al. (2013), some of the main responsibilities of effective principals are to “coordinate a safe and orderly school environment, ensure efficient facility maintenance, use data in organization management, manage fiscal resources, and manage technology resources” (p. 40). If a school

principal cannot effectively manage the school, then student achievement will greatly suffer. Effective principals know organizational management is important to the school's overall success and puts careful thought and committed time to safety, school operations, school maintenance, fiscal resources, and technology resources (Cotton, 2003; Stronge, 2013).

New Leaders for New Schools (2010), stated that principals should be evaluated on their ability to properly plan and manage the school's operations and effective principals "diagnose the current state of the school, develop clear and focused school improvement plans, and adjust strategy based on progress" (p. 36). Effective principals develop meaningful strategic plans and use them to drive all of their actions throughout the school year. New Leaders for New Schools suggested that effective principals organize the school's time to create an operational instructional program and appropriate staff development opportunities so that principals know how to effectively use school resources to support the school's learning goals.

Clifford and Ross (2012) reported that principals should be evaluated on their "ability to manage school planning processes for achieving school improvement goals and ensuring quality implementation of the programs and services identified with increasing student success" (p. 16). Effective principals know how to design and execute a school improvement plan (SIP) in order to attain high student achievement. Therefore, evaluating a principals' ability to develop, implement, and monitor an effective SIP is one of the ways to improve principal leadership to create better schools (Clifford & Ross, 2012). Ultimately, an effective SIP involves the knowledge of all of stakeholders which allows the principal to further support high student achievement.

Professional growth and learning. Another performance measure the literature stated that should be included in the construction of principal evaluation systems is a measure to

evaluate a principal's ability to continuously build his/her leadership capacity and improve their practices. Principals should be evaluated on "the degree to which he or she has followed through on professional development or learning plans to improve his or her own practice" (Clifford & Ross, 2012, p. 13). Effective principals are always looking for ways to expand their craft and grow professionally. Becoming an effective principal does not happen overnight; therefore, Clifford and Ross (2012) believed professional growth and learning is essential to an effective principal evaluation system. Becoming an effective principal is a "continuous learning process" (Clifford & Ross, 2012, p. 13) and requires principals to grow beyond their entry-level skills (Adams & Copland, 2005). In order for principals to build their leadership capacity, they need to attend trainings and workshops at annual conferences, state affiliate conferences and meetings, watch topic specific webinars, and take relevant online courses. More importantly, when the principal continues to improve his or her leadership practices, everyone in the school benefits from the administrators' leadership.

New Leaders for New Schools (2010) concluded principals should be evaluated on their personal leadership and growth. New Leaders for New Schools (2010) stated that effective "leaders demonstrate self-awareness, ongoing learning, and resiliency in the service of continuous improvement of both personal and statewide practices" (p. 36). Effective leaders are always seeking out ways to improve and grow professionally and personally in order to benefit the school. In addition, New Leaders for New Schools (2010) encouraged effective principals to anticipate and welcome change and identify solutions to the challenges they face. Effective principals know that they are the leader of the school, and if they lack certain skills, ultimately the students will suffer. Principals cannot become complacent and forget there are always new skills to learn to increase their overall effectiveness.

Stronge (2013) takes a different view from Clifford and Ross (2012) and *New Leaders for New Schools* (2010) by adding that professional growth is a part of a principal's professionalism. Principals should be evaluated on "engaging in ethical behavior and modeling professionalism for teachers, staff, and students" (Stronge, 2013, p. 63), and "another important attribute of principals' professionalism is their own continual professional development and self-renewal" (p. 63). Effective principals focus their leader skills and are always looking for ways to evolve. One principal study found effective principals are more likely to participate in professional development along with teachers, visit other schools, participate in learning networks with other principals, mentor other principals, and observe and critique fellow principals (LaPointe & Davis, 2006; Stronge, 2013). Effective principals know that professional growth is important to student achievement and make it a priority in their building as well as for themselves.

The literature on effective principal evaluation systems was consistent on what performance measures and leadership domains or standards principals should be evaluated on each year. Overall, the literature stated principals should be evaluated on their influence on producing high student achievement and growth, their ability to be an instructional leader, increase teacher effectiveness, produce positive school climates and cultures, build healthy relationships with all stakeholders, manage their organization, and grow professionally (Clifford & Ross, 2012; *New Leaders for New Schools*, 2010; Stronge, 2013; Stronge et al., 2013).

Principal Evaluation Policy Improvements

In the past, developing and implementing principal evaluation policies have been left up to local and state policymakers. However, the Obama Administration's school reform initiative, RT3 (U.S. Department of Education, 2009), requires states to develop and implement new

principal evaluation systems as part of a broader commitment to produce and support great teachers and leaders. In response, many states are taking more robust roles in ensuring their principal evaluation policies are used as a vehicle to improve principal effectiveness. This part of the literature review focuses on the research on improving principal evaluation policies.

However, the literature offering recommendations for improving principal evaluations was very limited. Therefore, these studies were used for this part of the literature review: *New Leaders for New Schools* (2010), Clifford and Ross (2012), Stronge et al. (2013), and Clifford et al. (2012b).

Recommendations to federal, state, and local policymakers. With the passage of RT3 the federal government has taken an interest in improving principal performance (U.S. Department of Education, 2009). Therefore, *New Leaders for New Schools* (2010) provided six recommendations that would help the federal government improve their principal evaluation policies.

1. “Reduce the conflicting layers of accountability and ensure alignment of federal school-level and principal-level evaluation and accountability” (p. 29).
2. “Align school accountability provisions in federal law to a new vision of principal effectiveness that includes a focus on increasing teacher effectiveness and improving student outcomes” (p. 30).
3. “Require states, as a condition of receiving federal funds, to adopt and implement principal evaluation systems that define principal effectiveness based on student achievement and teacher effectiveness outcomes (70%) and the leadership practices to accomplish those outcomes (30%)” (p. 30).
4. “Require states, as a condition of receiving federal funds, to regularly publish data on principal effectiveness” (p. 30).

5. “Require states, as a condition of receiving federal funds, to track the success of principal preparation and training programs in increasing principal effectiveness, and to change or close those programs that are unsuccessful in doing so” (p. 30).
6. “Set a goal for states to require a certain amount of federal funds to be spent on principal development” (p. 30).

The federal government sets the stage for effective principal evaluation systems. Therefore, they have to make sure their principal evaluation policies allow states the flexibility and consistency to create effective principal evaluation policies (New Leaders for New Schools, 2010).

New Leaders for New Schools (2010) also offered eight recommendations to state principal evaluation policymakers.

1. “Revise existing leadership standards for principals to embrace student achievement and teacher effectiveness outcomes and to reflect the most current research on effective principal leadership” (p. 31).
2. “Establish a model principal evaluation system that defines principal effectiveness based on student achievement and teacher effectiveness outcomes (70%) and the leadership actions to accomplish those outcomes (30%)” (p. 31).
3. “Reduce conflicting layers of accountability and ensure alignment of state accountability for individual schools and principals” (p. 31).
7. “Support ongoing improvements of principal evaluation systems through system learning and innovation” (p. 31).
8. “Increase state investments in principal development strategies that can demonstrate that they produce greater principal effectiveness” (p. 32).

Even though the federal government has taken a stance on improving principal performance the majority of the responsibility falls on states to create policies that will adequately increase principal effectiveness.

Once state officials have created principal evaluation policies, it is up to local school districts to make the policies work in their district. Therefore, *New Leaders for New Schools* (2010) offered six recommendations to local schools boards to improve their principal evaluation systems.

1. “Adopt or create both leadership standards for principals and a principal evaluation system that define principal effectiveness based on student achievement and teachers effectiveness outcomes (70%) and leadership actions to accomplish those outcomes (30%)” (p. 32).
2. “Align the evaluation of principal managers and central office staff to the new principal evaluation system. Include accountability for student outcomes, the effectiveness of any direct reports, and key work practices such as providing professional development and support” (p. 33).
3. “Reduce conflicting layers of accountability and ensure alignment of local accountability for individual schools and principals” (p. 33).
4. “Invest in the professional development of principals and ensure that all such investments are tied to needs surfaced through principal evaluations” (p. 33).
5. “Use principal effectiveness data to drive consequential actions for principals” (p. 33).
6. “Embrace a revision of principal evaluation as a key element of a learning-focused agenda for the school district” (p. 33).

Ultimately, local school boards have the final say in how the principal evaluation system will look in their district. Local school boards have to make improving student achievement a top priority and one way of doing that is to make increasing principal effectiveness a top priority through effectively evaluating principals.

Clifford and Ross (2012) also offered some recommendations to federal, state, and local principal evaluation policymakers and practitioners who are rethinking principal evaluation. However, they take a different approach from New Leaders for New Schools and group all of their federal, state, and local recommendations together.

1. “Some key contextual factors to be considered when assessing an individual principal include student socioeconomic status; student mobility; student social, emotional, and behavioral issues; teacher experience; and available resources” (p. 22).
2. “Strong evaluation systems incorporate widely accepted standards of practice so that results are relevant to the improvement of a principal’s work and are routinely monitored and adapted to reflect the complex nature of the profession” (p. 22).
3. “The purpose of evaluation is to build a principal’s capacity and encourage professional development. Results of the evaluation serve as a catalyst for a principal’s growth and learning” (p. 23).
4. “Focus on multiple measures of performance data” (p. 23).

Effective principal evaluation systems rely on more than student test scores to determine a principal’s effectiveness. Principals benefit from timely, accurate, valid, and reliable feedback to grow professionally and to improve future performance. Therefore, to evaluate principals accurately, “the collection and analysis of a comprehensive set of real-time data gathered from multiple sources” (Clifford & Ross, 2012, p. 23) is needed.

Stronge et al. (2013) took a similar approach as Clifford and Ross (2012) and grouped all of their federal, state, and local recommendations together. Therefore, Stronge et al. (2013) offered four recommendations to federal, state, and local principal evaluation policymakers.

1. Stronge et al. encouraged policymakers not to rely solely on the numbers. Stronge et al. states, “simply applying a numerical score to principal evaluation is sterile. The value in evaluation will come from what we do with the results” (p. 64).
2. Stronge et al. stated principal evaluations should be designed to “provide valid, constructive feedback for vast majority of capable, competent, committed principals” (p. 64).
3. Stronge et al. encouraged policymakers to balance growth and accountability. Stronge et al. states, “growth without accountability can easily become merely advice, accountability without growth is pointless” (p. 64).
4. Stronge et al. recommended the policy “should be informed by principals and other stakeholders and be adapted over time to reflect new understanding of what they contribute to student achievement” (p. 64).

Clifford et al. (2012b) offered some recommendations to federal, state, and local principal evaluation policymakers and practitioners who are rethinking principal evaluation. However, they took a different approach from New Leaders for New Schools (2010) and grouped all of their federal, state, and local recommendations together. Clifford et al. (2012b) offered nine recommendations to federal, state, and local policymakers and evaluation designers. Specifically, Clifford et al. recommended principal evaluation policies should:

1. “Be designed with the direct involvement of principals and other constituents” (p. 7).
2. “Be educative” (p. 7).

3. “Be connected to district- and state-level principal support systems” (p. 7).
4. “Be aligned, to the extent practicable, with teacher and other educator performance assessments” (p. 7).
5. “Be rigorous, fair, and equitable” (p. 7).
6. “Include multiple rating categories to differentiate performance” (p. 7).
7. “Gather evidence of performance through multiple measures of practice” (p. 7).
8. “Communicate results to principals consistently and with transparency” (p. 7).
9. “Include training, support, and evaluation of principal evaluators” (p. 7).

All of the principal evaluation systems improvement recommendations concluded principal evaluation systems need to be simplified and less conflicting, include student achievement measures in the evaluation, align to and evaluate effective principals practices, and support federal, state, and local policies (Clifford & Ross, 2012; New Leaders for New Schools, 2010; Stronge et al., 2013). In addition, the literature supports the idea that effective principal evaluation systems start with effective and well thought-out principal evaluation polices. When policymakers and evaluation designers take their time and design rigorous and reliable principal evaluation systems, everyone benefits.

Summary

The literature emphasized that the principal matters (Heck et al., 1990; Leithwood et al., 2004; Marzano et al., 2005; New Leaders for New Schools, 2010; Stronge, 2013; Stronge et al., 2008; Stronge et al., 2013). Therefore, states and districts need to have effective principal evaluation polices in place to begin to improve the principal quality within their state or district. Most evaluation systems of the past have proven ineffective and lack the tools to help improve principal effectiveness (Stronge, 2013). Furthermore, many past evaluation systems did not align

to what principals actually do on a daily basis in their schools (Davis & Hensley, 1999; Goldring et al., 2009).

Portin, Feldman, and Knapp (2006) found that most principals view their performance evaluation as having limited value for feedback, limited professional growth opportunities, and limited accountability to school improvement. This is an important finding because student achievement, increased teacher effectiveness, and more school accountability are growing focuses of federal and state legislators (New Leaders for New School, 2010). The literature informs us if principals are not evaluated effectively then it is impossible to get the results that many stakeholders are looking for, especially in some of our lowest-performing schools (Clifford & Ross, 2012). Therefore, new innovative policies are going to have to be implemented across states in order to see substantial improvements in principal effectiveness. This is supported by New Leaders for New Schools' statement, "bringing significant improvements in student achievement and teacher effectiveness to scale will require substantial improvement in the policies and practices that contribute to the effectiveness of the principal" (p. 5).

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to examine principals' perceptions of the effectiveness of their new evaluation system, LKES. More importantly, this study sought to improve the relationship between principals and principal evaluation systems policymakers. Specifically, the study sought to:

1. Explore principals' perceptions of LKES's ability to evaluate their effectiveness, align to their day-to-day operations, and inform their professional growth.
2. Examine the LKES's ability to improve a principal's ability to be an instructional leader, create a positive school climate, use data to develop strategic plans, manage the day-to-operations of the school, increase teacher effectiveness, properly manage resources, be a professional, and build healthy relationships with the community and other valuable stakeholders.
3. Explore how principal evaluation systems can be used to improve student achievement.

This chapter describes the methods and procedures used, including the research design, research questions, and the participants. In addition, instrumentation, data collection methods and analysis procedures are presented.

Research Questions

This study was guided by four descriptive research questions:

1. What are principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness?

2. What are principals' perceptions of the Leader Assessment on Performance Standards alignment to their day-to-day operations?
3. What are principals' perceptions of the Leader Keys Effectiveness System informing their professional growth?
4. What are principals' perceptions of the components utilized in the Leader Keys Effectiveness System?

This study was also guided by four inferential research questions:

5. Are there statistically significant differences among the means of elementary, middle, and high school principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness?
6. Are there statistically significant differences among the means of principals who have been a principal for 0-5, 6-10, 11-15, 16-20, and 20+ years perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness?
7. Are there statistically significant differences among the means of principals of Title-I and Non-Title-I schools perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness?
8. Are there statistically significant differences among the means of male and female principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness?

The research questions address the data that were collected from the LKES Perception Survey (see Appendix A). Research question 1 investigated principals' perceptions of LKES evaluating their overall effectiveness. Research questions 2 and 3 supported the investigation of

the research question 1 by investigating principals' perceptions of the LAPS alignment to their day-to-day operations and the ability of LKES to inform a principal's professional growth. Research question 4 supported the investigation of the research question 1 by investigating principals' perceptions of the effectiveness of the 15 components utilized in LKES. Research questions 5, 6, 7, and 8 supported the investigation of research question 1 by investigating the demographic variables: school level, years of principal employment, school Title-I status, and sex.

Research Design

This research was conducted utilizing a survey design. This was accomplished by using a descriptive rating, Likert-type LKES Perception Survey, which was used to collect quantitative data from principals across 83 schools in one of the largest school districts in the Metro-Atlanta area. Creswell (2014) stated, "a survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population" (p. 155). A survey design offered the ability for the researcher to tailor the questions included in the data collection instrument to better answer the specific research questions under study. If the survey constructs are carefully and thoughtfully defined, and the subsequent survey questions are closely aligned to them, it is possible to create a survey instrument that is well suited to the unique needs of the study being conducted (Creswell, 2014).

According to Creswell (2014), one of the purposes of using a survey design is because it allows for an "economy of the design and the rapid turnaround in data collection" (p. 157). A survey design also allows for statistical analysis of the data collected. Another purpose of using a survey design is because it allowed the researcher to "generalize from a sample to a population so that inferences can be made about some characteristic, attitude, or behavior of this population"

(Babbie, 1990, p. 43). Furthermore, the information that was obtained through the use of the survey instrument was valuable for the implications it holds within the realm of education for the areas of principal evaluation and improving principal effectiveness. As Creswell (2014) asserted, survey research provides the “advantage of identifying attributes of a large population from a small group of individuals” (p. 157).

In this study, it was also desirable to gather qualitative data from the principals. This need required the study to utilize a mixed method approach. According to Creswell (2014),

Mixed methods involve combining or integration of qualitative and quantitative research and data in a research study. Qualitative data tends to be open-ended without predetermined responses while quantitative data usually includes closed-ended responses such as found on questionnaires or psychological instruments (p. 14).

The main benefit of a mixed methods approach to this research is that the qualitative aspect added needed depth, richness, and context to the data. Because of these considerations, the research design that was employed is the Convergent Parallel Mixed Methods Design. In this approach, “a researcher collects both quantitative and qualitative data, analyzes them separately, and then compares the results to see if the findings confirm or disconfirm each other” (Creswell, 2014, p. 219).

Furthermore, according to Creswell (2014), the Convergent Parallel Mixed Methods Design, “is a form of mixed methods design in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem” (p. 15). Usually, the researcher collects both forms of data at the same time and then mixes the information in the interpretation of the overall results. The key assumption with this approach was that collecting qualitative and quantitative data produces different types of

information and views that produces similar findings. More importantly, it supports the multi-method idea from Campbell and Fiske (1959), who believed that a psychological trait could best be understood by gathering different forms of data.

Due to the nature and length of the study, observations and personal interviews would not have provided the honesty that anonymous surveys allow. In addition, observations, interviews, or focus groups would add the potential for bias and inconsistency in the administration of the survey instrument, and the data collected would not have provided the concrete data needed for statistical analysis. The predominant method for data collection was quantitative while qualitative was secondary. By using a survey design and a Convergent Parallel Mixed Methods Design, this study investigated principals' perceptions of their principal evaluations system's ability to evaluate their effectiveness, align to their day-to-day operations, and inform their professional growth. In addition, by using a survey design and a Convergent Parallel Mixed Methods Design, this study investigated principals' perceptions of principal evaluation designs and implementation structures.

Participants

The participants were from one of the largest Metro Atlanta school districts in the state of Georgia, which consisted of 58 elementary schools, 19 middle schools, and 17 high schools. The district had more than 10,500 full-time personnel and more than 6,800 certified personnel. In addition, the district had nearly 96,300 students and 46 % of the students were eligible for free or reduced meals. The district's student ethnicities were: 43% Black, 31% White, 14% Hispanic, 10% Asian, and 3% Multi-racial. Lastly, the district's current graduation rate is 71.6%.

Instruments

Leader Keys Effectiveness System

The study investigated principals' perceptions of their principal evaluation system, LKES. Therefore, to understand the research design, it is important to understand LKES. The Leader Keys Effectiveness System (see Figure 3) is comprised of components, weights, objectives, and LAPS, which contribute to an overall Leader Effectiveness Measure (LEM). Specifically, LKES has 15 components (orientation, self-assessment, performance and goal setting, pre-evaluation conference, mid-year conference, summative conference, LAPS, documentation of performance, supervisor observations, school climate surveys, student attendance, retention of effective teachers, student growth percentiles (SGPs), student learning objectives (SLOs), achievement gap reduction); eight LAPS (instructional leadership, school climate, planning and assessment, organizational management, human resource management, teacher/staff management, professionalism, communication and community relations); 10 objectives (satisfying district accountability requirements, satisfying state accountability requirements, ensuring adherence to policies and procedures, increasing standardized assessment scores, improving graduation rates, fostering positive school climate, supporting the maintenance of the instructional program, providing principals accurate feedback, documenting sub-standard principal performance, identifying principals' needs for professional development); and three weights (LAPS 30%, student growth and academic achievement 50%, achievement gap reduction 20%) (GaDOE, 2014).

Leader Assessment on Performance Standards (LAPS):

- LAPS provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure leader performance related to quality performance standards.

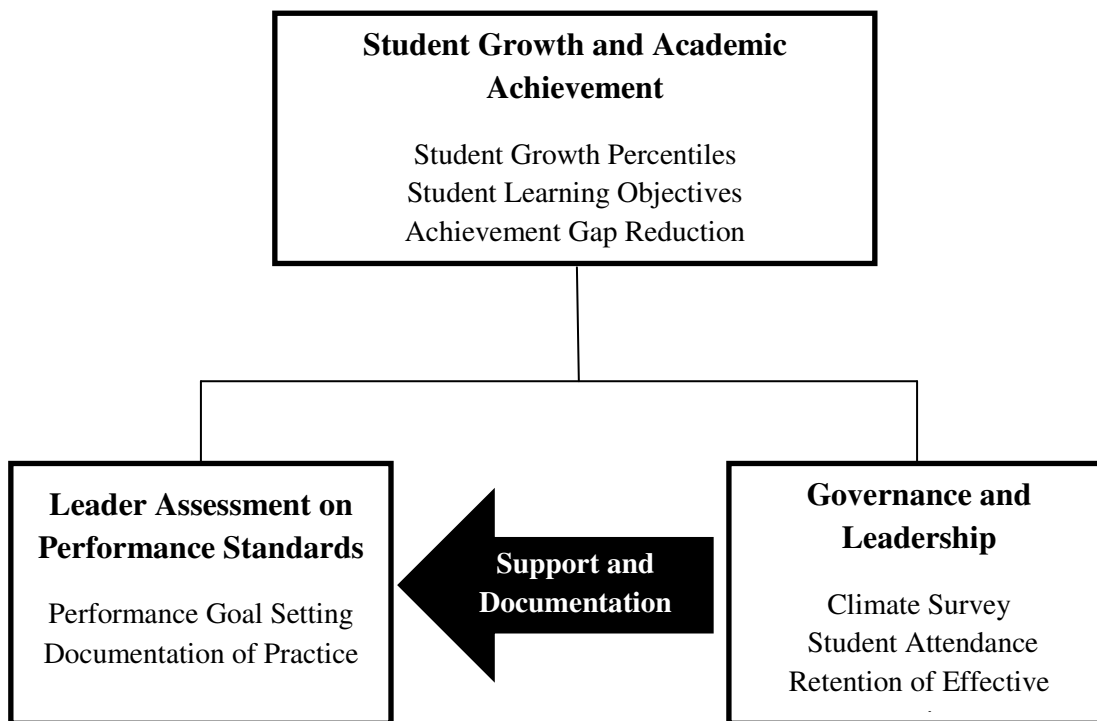


Figure 3: Leader Keys Effectiveness System from the “Leader Keys Effectiveness Handbook 2014” by Georgia Department of Education, 2014, p. 5. Copyright 2014 by Georgia Department of Education. All Rights Reserved.

- Performance goal setting, documentation of practice, and observations by a credentialed evaluator, if applicable, inform one *Formative Assessment* and one *Summative Performance Evaluation* each year completed by a credentialed evaluator.
- All eight LAPS performance standards are rated on each *Formative Assessment* and *Summative Performance Evaluation* (GaDOE, 2014).

Governance and Leadership:

- Climate surveys are administered annually to gather perception data regarding leader practice.
- Climate survey results inform the rating of all eight performance standards on the *Summative Performance Evaluation*.
- CCRPI student attendance data inform performance standard 2, School Climate, on the *Summative Performance Evaluation*.
- Retention of effective teacher data, when available, will inform performance standard 5, Human Resources Management, on the *Summative Performance Evaluation* (GaDOE, 2014).

Student Growth and Academic Achievement (SGP, SLO, Achievement Gap Reduction)

- Student Growth Percentile: A state adopted measure for teachers of tested courses.
- Student Learning Objective: A district developed, DOE approved measure for teachers of non-tested courses.
- Achievement Gap Reduction: A measure of a school's progress in closing the achievement gap.

- Student Growth and Academic Achievement Data is a lagging measure; when available, the prior year's growth measures will inform the current annual *Summative Performance Evaluation* (GaDOE, 2014).

Leader assessment on performance standards (LAPS). Performance standards refer to the major duties performed by principals. Eight performance standards serve as the basis for the evaluation. Figure 4 shows the four domains and the associated standards that comprise the LAPS portion of LKES.

The process by which participating school districts implement the LAPS portion of the Leader Keys Effectiveness System is depicted in Figure 5. Figure 5 provides a broad guidance for the LAPS process, but districts have the authority to develop internal timelines for the completion of steps. At the end of the process, principals receive a Leader Effectiveness Measure (LEM) based on documentation and data from all three portions of LKES. Principals also receive one of the four rating levels that are designated as *Exemplary*, *Proficient*, *Needs Development*, and *Ineffective*. The LEM is calculated as follows:

- The Leader Assessment on Performance Standards (LAPS) rating is weighted 30%.
- The Student Growth and Academic Achievement component (SLO and/or SGP) rating is weighted 50%.
- The Achievement Gap Reduction is weighted 20%.

It is intended that each district will utilize the evaluation results to provide high-quality, job-embedded, and ongoing mentoring, support, and professional development for leaders as identified by the evaluation. More importantly, districts are required to develop a Professional Development Plan for principals who receive a rating of *Needs Development* or *Ineffective* (GaDOE, 2014).

School Leadership
1. Instructional Leadership The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.
2. School Climate The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.
Organizational Leadership
3. Planning and Assessment The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.
4. Organizational Management The leader fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.
Human Resources Leadership
5. Human Resources Management The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.
6. Teacher/Staff Evaluation The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.
Professionalism and Communication
7. Professionalism The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.
8. Communication and Community Relations The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.

Figure 4: LKES Domains and Performance Standards from the “Leader Keys Effectiveness Handbook 2014” by Georgia Department of Education, 2014, p. 7. Copyright 2014 by Georgia Department of Education. All Rights Reserved.

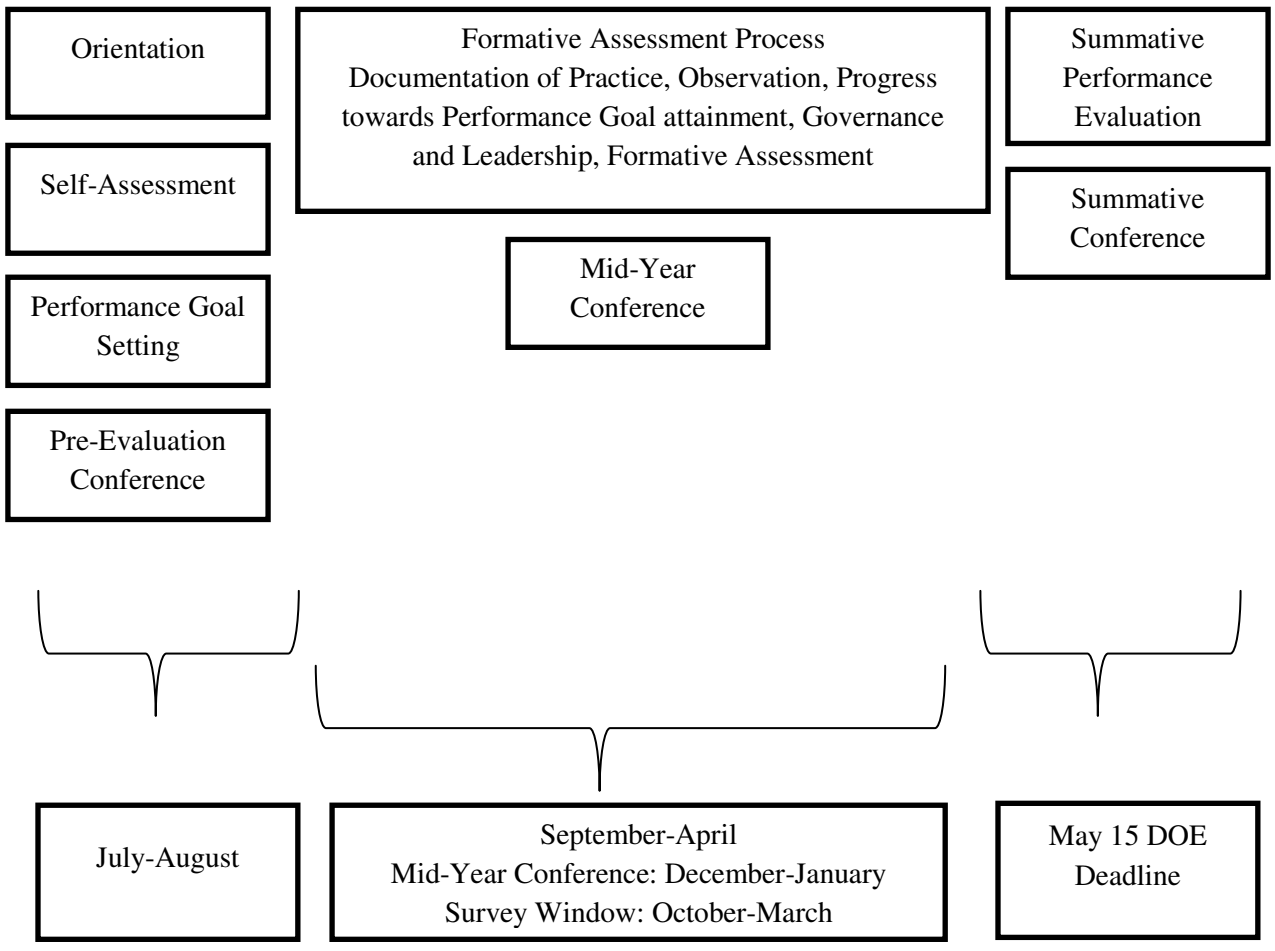


Figure 5: Leader Assessment on Performance Standard Flow Chart from the “Leader Keys Effectiveness Handbook 2014” by Georgia Department of Education, 2014, p. 9. Copyright 2014 by Georgia Department of Education. All Rights Reserved.

Pilot Study. From January to May 2012, 26 RT3 districts participated in the Spring 2012 pilot of the Teacher Keys Effectiveness System (TKES) and LKES. The purpose of the pilot was to improve administration procedures, training, and educator familiarity with the system, and collect preliminary data that can inform instrument revision and validation plans prior to full operational implementation. The participating districts provided critical feedback and data, which was used to assess the effectiveness of training, implementation, and evaluation efficacy (verification and validation measures). Prior to the pilot, an evaluation plan composed of eleven key research questions was developed to guide the data collection process during the pilot (GaDOE, 2012).

First, districts were allowed to select one of two random sampling options for the pilot:

- Option 1: An across-school model in which approximately 10% of teachers and 25% of the leaders across all schools in the district were randomly selected for participation by the GaDOE.
- Option 2: A whole-school model in which all teachers and leaders in selected schools within the district participated. These schools represented approximately 10% of the total number of teachers and leaders in the district (GaDOE, 2012).

This process resulted in approximately 5,800 of the more than 48,000 teachers being randomly selected to participate in the 26 RT3 districts.

Conclusions from the pilot evaluation report, initial release were:

- **Strengthen the fidelity of implementation for TAPS and LAPS rubrics.** If the TAPS and LAPS standards are to accomplish the instructional changes in classrooms and schools across the state, it is imperative the rubrics are applied with consistency and greater balance. District and school leaders need a stronger understanding of the

standards, rubrics and exemplars. Training for TAPS and LAPS needs to include a deeper focus on application of the rubric, and participants must reach a specific level of competence at the end of the training. Increasing inter-rater reliability among evaluators will be critical to consistency of implementation statewide (GaDOE, 2012).

- **Continue to focus on improving the development, application and use of Student Learning Objectives (SLOs).** Because the assessments are ultimately district developed or identified, there are concerns about quality, standardization, consistency, and confidentiality. The limited time period for development, and the inconsistency in the level of expertise across developers, influence the quality of the assessments. It is suggested that GaDOE use the current and new SLOs to develop an item bank of exemplars that can be used by districts. Districts and non-tested subject teachers need training and assistance on how to set appropriate growth targets and use pre-assessments to inform instruction (GaDOE, 2012).
- **Assist teachers and leaders with analysis and use of instructional survey data.** Professional learning may be beneficial for teachers and leaders on using the instructional surveys for improvement at the classroom, grade, school, and district level. Over time, teachers will likely become less anxious about students completing the instructional surveys. However, if teachers and leaders do not use the survey data effectively, the potential value is lost (GaDOE, 2012).
- **Provide data to districts and schools in a timely manner.** It is understandable that the data related to the pilot would take time to process and return to districts. As previously mentioned, pilot data was received later than anticipated because of the relaxation of initial deadlines and challenges experienced with data collection. Deciding to move the

deadlines back was the correct decision for the pilot, schools, and districts; however, the delay in returning TKES and LKES data prevented its use for improvement planning. As processes and procedures are finalized, and as the SGP process is completed, data needs to be returned to the participants as soon as possible (GaDOE, 2012).

Overall, the finding from the pilot led the GaDOE to believe with slight revisions and continued analysis of progress, TKES and LKES have the potential to positively influence education in Georgia for years to come.

LKES Perception Survey

The main constructs of the LKES Perception Survey (Appendix A) included:

- questions to gather the principals' demographic information;
- questions to gather the principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness;
- questions to gather the principals' perceptions of the Leader Assessment on Performance Standards alignment to their day-to-day operations;
- questions to gather the principals' perceptions of Leader Keys Effectiveness System informing their professional growth; and
- questions to gather the principals' perceptions of the 15 components utilized in the Leader Keys Effectiveness System (see Table 1).

Table 1

LKES Perception Survey Construct

Survey Instrument Question	Dependent Variable	Analysis
What are principals' perceptions of Leader Keys Effectiveness System evaluating their overall effectiveness?		
26	LKES Objective: Satisfying district accountability requirements	Range, Mean, SD
27	LKES Objective: Satisfying state accountability requirements	Range, Mean, SD
28	LKES Objective: Ensuring adherence to policies and procedures	Range, Mean, SD
29	LKES Objective: Increasing standardized assessment scores	Range, Mean, SD
30	LKES Objective: Improving graduation rates	Range, Mean, SD
31	LKES Objective: Fostering positive school climate	Range, Mean, SD
32	LKES Objective: Supporting the maintenance of the instructional program	Range, Mean, SD
37	LKES Weights: LAPS standards rating weighing 30%	Range, Mean, SD
38	LKES Weights: Student Growth and Academic Achievement rating weighing 50%	Range, Mean, SD

(continued)

Survey Instrument Question	Dependent Variable	Analysis
39	LKES Weights: Achievement Gap Reduction rating weighing 20%	Range, Mean, SD
40	How has the LKES process improved or influenced the achievement at your school? Please explain.	Theme/Node
41	Overall, how effective is the Leader Keys Effectiveness System at evaluating your effectiveness?	Range, Mean, SD
42	How has LKES improved your effectiveness? Please explain.	Theme/Node

SQ1. What are principals' perceptions of the Leader Assessment on Performance Standards alignment to their day-to-day operations?

17	LAPS: Instructional Leadership	Range, Mean, SD
18	LAPS: School Climate	Range, Mean, SD
19	LAPS: Planning and Assessment	Range, Mean, SD
20	LAPS: Organizational Management	Range, Mean, SD
21	LAPS: Human Resource Management	Range, Mean, SD
22	LAPS: Teacher/Staff Management	Range, Mean, SD
23	LAPS: Professionalism	Range, Mean, SD
24	LAPS: Communication and Community Relations	Range, Mean, SD

(continued)

Survey Instrument Question	Dependent Variable	Analysis
25	What are some ways LAPS can be improved to align to your day-to-day operations? Please explain.	Theme/Node
SQ2. What are principals' perceptions of Leader Keys Effectiveness System informing their professional growth?		
33	LKES Objective: Providing principals accurate feedback	Range, Mean, SD
34	LKES Objective: Documenting sub-standard principal performance	Range, Mean, SD
35	LKES Objective: Identifying the needs for professional development	Range, Mean, SD
36	What are some ways LKES can be improved to help you grow professionally? Please explain.	Theme/Node
SQ3. What are principals' perceptions of the components utilized in the Leader Keys Effectiveness System?		
1	LKES Component: Orientation	Range, Mean, SD
2	LKES Component: Self-Assessment	Range, Mean, SD
3	LKES Component: Performance Goal Setting	Range, Mean, SD
4	LKES Component: Pre-Evaluation Conference	Range, Mean, SD
5	LKES Component: Documentation of Practice	Range, Mean, SD
6	LKES Component: Supervisor Observations	Range, Mean, SD

(continued)

Survey Instrument Question	Dependent Variable	Analysis
D2	Years Being a Principal	Analysis of Variance
<p>SQ6. Are there statistically significant differences among the means of principals of Title-I and Non-Title-I schools perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness?</p>		
D3	Title-I School	Analysis of Variance
<p>SQ7. Are there statistically significant differences among the means of male and female principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness?</p>		
D4	Sex	Analysis of Variance

Validity. The survey instrument in Appendix A was field tested by three principals who comprised the validity panel in order to provide feedback in the following areas about the survey instrument:

- a) context (are the questions asked appropriately);
- b) language (are the questions understandable); and
- c) format (are the questions sectioned appropriately) (Creswell, 2014).

The first person on the validity panel was a male elementary school principal with four years of experience as a principal. He felt the language and format of the survey instrument was appropriate. However, he did provide suggestions on how to improve the context of the survey instrument. He suggested adding a fifth rating of “neutral” or “no impact” to the Likert Scale questions. He also suggested rewording three of the open-ended questions to allow more objectivity in the participants' answers.

The second person on the validity panel was a male middle school principal with five years of experience as a principal. He felt the language and format of the survey instrument was

appropriate. However, he did provide a suggestion on how to improve the context of the survey instrument. He suggested rewording one of the questions to make it less confusing to the participants.

The third person on the validity panel was a male high school principal with two years of experience as a principal. He felt the language and format of the survey instrument was appropriate. However, he did provide a suggestion on how to improve the context of the survey instrument. He also suggested rewording one of the questions to make it less confusing to the participants.

Each person on the panel possessed the experience and training to assess the validity of the questions on the survey instrument. No substantive suggestions or recommendations for changes were made. All of the validity panel members felt the language and format of the survey instrument were appropriate and minor changes needed to be made to the survey instrument to make the context more appropriate. All suggestions and recommendations were incorporated into the final survey instrument used in the study.

Reliability. Once the validity of the instrument was established, a second cohort of principals received the survey to determine “internal consistency (are the items’ responses consistent across constructs) and test-retest correlations (are scores stable over time when the instrument is administered a second time)” (Creswell, 2014, p. 160). This was accomplished by administering the survey to the second cohort of principals and re-administering it to them two weeks later.

To determine the reliability of the LKES Perception Survey a test-retest reliability test was ran for each panel member’s first and second round survey answers. Their scores from the two occasions were correlated to produce a test-retest reliability coefficient. The coefficient

could range from 0.00 to 1.00. A minimum of 0.7 is an acceptable coefficient to demonstrate a stable instrument. The overall instrument test-retest reliability coefficient for the 36 item LKES Perception Survey used in this study was 0.74. Table 2 shows the LKES Perception Survey's subscale test-retest reliability.

This validity and reliability process allowed the sample size not to be exhausted since this study had a limited sample size.

Table 2

Overall Components, LAPS, Weights, and Objectives Subscale Reliability

Survey Items	Coefficient
LKES Components (Items 1-16)	0.72
LAPS (Items 17-25)	0.75
Objectives (Items 26-42 only excluding Items 33, 34, 35 and 36)	0.71
Weights (Items 33-36)	0.78

Data Collection

The procedures used to conduct this study adhered to the rigorous standards of survey research. The survey was conducted in an online format through Qualtrics version 37, 892 (Qualtrics, Provo, UT, 2013), which allows the researcher to build his or her own survey, customize the look of the survey, eliminate bias, collect responses with one URL, and ensure the data is safe and secure. The LKES Perception Survey was sent to each participant's e-mail. Each email included an introduction to the survey and the link to the online survey (see Appendixes E, F, and G). The link led the participant directly to the consent form, which was embedded in the first page of the online survey. This page also included information about the purpose of the

survey as well as language necessary to conform to the principles of ethical research (see Appendix A).

The survey was available for three weeks and a reminder email was sent each week of the survey's availability. The survey was closed to all participants when the survey window expired. In order to protect the confidentiality of participants, the survey was sent to all the principals in the district regardless of their years of experience and LKES familiarity. However, interim and charter school principals were excluded from the study. In addition, to insure accuracy of the results, each principal received identical surveys. The LKES Perception Survey was set up as a Likert scale. According to Suskie (1996), a rating survey instrument adds familiarity for most people, and allows the researcher to make comparisons among the respondents. The comparative data produced by a Likert scale add to the researcher's ability to measure someone's attitudes and behaviors.

Additional steps were taken to ensure security of the data, such as storing the data on a secure server, using https encryption technology, and ensuring the researcher was the only individual with access to the information. The researcher also confirmed that Qualtrics had rigorous security standards. The final data was ultimately collected at the conclusion of the online survey window. Once the survey window closed, Qualtrics provided a composite overview of the quantitative data. Qualtrics had the capacity to perform basic data analysis functions, but did not provide for the complexity of data analysis that is required in this study. As a result, the final quantitative data was converted and downloaded into IBM SPSS Statistics (SPSS) version 22 package (SPSS, 2013) for the purpose of analysis.

The qualitative data required transformation (coding) in order to be analyzed. Therefore, the researcher used a Computer Assisted Qualitative Data Analysis (CAQDAS) software called

NVivo (QSR International's Nvivo 10, 2012) to analyze the qualitative data collected from the LKES Perception Survey. NVivo helps researchers manage, shape, and make sense of unstructured information. NVivo also has tools that classify, sort, and arrange qualitative data in order to identify themes/nodes, glean insight and develop meaningful evidence based conclusions.

Data Analysis

The quantitative data was downloaded from Qualtrics into SPSS and a descriptive analysis of the quantitative data for all the independent and dependent variables in the study was conducted. The descriptive analysis indicated the means, standard deviations, and range of scores for each variable. For analysis of sub-questions 5 and 6, ANOVAs were conducted and for analysis of sub-questions 7 and 8 an Independent Samples T-test was conducted. In addition, the qualitative data was downloaded into Nvivo to look for themes/nodes among the participants' answers.

Since the study utilized a Convergent Mixed Method Design the qualitative and quantitative data were merged since the quantitative and qualitative data was analyzed separately. This was accomplished by using a "side-by-side comparison approach" (Creswell, 2014, p. 222). In this approach, the comparisons were seen in the discussion section of the study (Creswell, 2014). According to Creswell (2014), the researcher "first reports the quantitative statistical results and then discusses the qualitative findings (e.g., themes/nodes) that either confirm or disconfirm the statistical results" (p. 222). In addition, Creswell stated, "mixed methods writers call this a side-by-side approach because the researcher makes the comparison within a discussion, presenting first one set of findings then the other" (p. 222).

Limitations

One of the limitations of this study was the relatively small sample size. The researcher collected data from principals in one Metro Atlanta, Georgia school district. This small sample size from one school district may affect the generalizability of the study to other districts in the state.

Another limitation of the study was the unfamiliarity of LKES to the principals. LKES is a new principal evaluation system and many of the components are still being explained. This may have an effect of overstating or understating the research findings because it could lead to confusion or lack of understanding with some of the participants who are not as familiar with LKES.

Ethical Considerations

The researcher submitted an Exemption Request for Research with Human Participants application to the Kennesaw State University Institutional Review Board (IRB). The IRB approved this study on November 12, 2014 (Appendix B). The researcher also submitted an Application to Conduct Research to the local school district's Research Review Board to conduct this study in the district and collect the data from its principals. The district's Research Review Board approved this study on January 16, 2015 (Appendix D). Furthermore, each participant was assured that all data would remain confidential and no identifiers would be used to assure anonymity of the participants and district. In addition, a consent form was placed at the beginning of the study that allowed participants to agree or decline to participate in the study. Participants were assured that they could decline to answer any of the questions and they were also informed that they could withdraw from participating in the study at any time. The study

was in compliance with the researcher's IRB and the school district's requirements for conducting research.

Summary

This study was guided by the research question; what are principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness? Seven other research questions aided in investigating the research question 1. The research was conducted utilizing a survey design. This was accomplished by using a descriptive rating, Likert-type LKES Perception Survey, which was used to collect quantitative data from principals across 83 schools in one of the largest school districts in the Metro-Atlanta area. The study also gathered qualitative data from the principals. This required the study to utilize a mixed method approach. The main benefit of a mixed methods approach to this research is that the qualitative aspect added needed depth, richness, and context to the data. Because of these considerations, the research design that was employed is the Convergent Parallel Mixed Methods Design. In this approach, "a researcher collects both quantitative and qualitative data, analyzes them separately, and then compares the results to see if the findings confirm or disconfirm each other" (Creswell, 2014, p. 219).

The participants were taken from the one of the largest Metro Atlanta school districts in the state of Georgia that consists of 58 elementary schools, 19 middle schools, and 17 high schools. Each participant received the LKES Perception Survey and in an online format through Qualtrics. Qualtrics is a leader in online surveys. Qualtrics allows the researcher to build a unique survey, customize the appearance of the survey, eliminate bias, collect responses with one URL, and ensure the data is safe and secure. The quantitative and qualitative data collected from the survey were merged since the quantitative and qualitative data was analyzed separately. This

was accomplished by using a “side-by-side comparison approach” (Creswell, 2014, p. 222). The findings are presented in Chapter IV.

CHAPTER IV

FINDINGS

Introduction

Chapter I presented the need to examine Georgia's newly implemented principal evaluation system LKES and the way principals perceive its evaluation procedures to evaluate their effectiveness. Chapter II, the review of literature, provided a perspective of effective principal practices and effective principal evaluation systems. The review of literature also suggested that many principal evaluation systems are not effective, do not align to principals' day-to-day operations, and do not inform principals' professional growth. Chapter III presented the methodology associated with the research questions, hypotheses, and the survey instrument. Chapter IV reports the findings from the data collection and the statistical analyses along with a discussion of results and a summary of the findings.

The purpose of this study was to examine principals' perceptions of the effectiveness of their new principal evaluation system, LKES. This study focused on investigating principals' perceptions of the 15 components, eight standards, 10 objectives, and three weights utilized in LKES. The study focused on the responses to a LKES Perception Survey (see Appendix A) that was administered to principals in the spring of 2015. The results from the survey offered insights of principals' perceptions of LKES's ability to evaluate their effectiveness, align to their day-to-day operations, and inform their professional growth.

Description of Survey

The 42 item LKES Perception Survey used a 5-point Likert scale coded as (1) *Very Ineffective*, (2) *Ineffective*, (3) *Neither Effective nor Ineffective*, (4) *Effective*, (5) *Very Effective*. The survey also asked questions with yes or no options which were coded as (2) *Yes*, (1) *No*. The

survey instrument was administered online and was designed to take approximately 15-20 minutes to complete. The LKES Perception Survey consisted of two main sections. The first part of the survey contained questions intended to produce demographic data of the principals participating in the survey. The second part of the survey asked questions in the following categories: (Questions 1-16) LKES components effectiveness at evaluating principals' performance, (Questions 17-25) LAPS utilized in LKES at aligning to principals' day-to-day operations; (Questions 26-36) effectiveness of LKES at accomplishing its objectives; (Question 37-39) weights utilized in LKES at measuring principals' effectiveness, and (Questions 40-42) the overall effectiveness of LKES. Furthermore questions 16, 25, 36, 40, and 42 were open-ended questions that asked for an explanation to the participants' answer.

Description of Sample

The sample for this study was the majority of the K-12 public school principals presently employed in one of the largest school districts in the Metro-Atlanta area. While the link to the online survey was sent to each of the potential respondents in this sample, the survey was only completed by a percentage of them. Table 3 represents the cumulative sample size for the study. Eighty-three principals received the survey and 40 principals responded to the survey. Out of the 40 respondents, three declined to participate and 37 (45%) consented to take the survey. For this research study, the respondents were administered an online survey. The survey was constructed in order to gather perception data, and it consisted of both closed and open-ended questions. The data were collected over a three-week period in February 2015 through the use of a secure, proprietary online survey driver, Qualtrics. Potential respondents were emailed and provided with a link connecting the respondent directly to the survey instrument.

Table 3

Description of Participants

Sample	Potential Respondents	Actual Respondents	Declined Participation	Actual Response Rate
Participants	83	40	3	37 (45%)

Demographic Data

The demographic data in this research study reflected several different respondent attributes. These include the level of the school that the respondents were currently employed as principal (elementary, middle, high), the total number of years that the respondents have served as principal (0-5 years, 6-10 years, 11-15 years, 16-20 years, 20+ years), the school structure at each principal's place of employment (Title-1 or not), and the sex of the respondent (male or female). Tables 4 through 7 show the results.

The first question asked the respondents to identify the level of the school where they are presently employed. Twenty principals, representing 54% of the sample, were currently elementary school principals. Fifteen principals, representing 32% of the sample, were currently middle school principals. Five principals, representing 14% of the sample, were currently high school principals (see Table 4).

Table 4

Principals' Current School Level

Current School Level	Number	Percent
Elementary	20	54%
Middle	15	32%
High	5	14%
n	37	100%

The next question asked the respondents to classify the total number of years they served as principal. Twenty-eight principals, representing 75% of the sample, had been a principal for ten years or fewer. Nine principals, representing 25% of the sample, had been a principal for eleven years or more (see Table 5).

Table 5

Principals' Years of Being a Principal

Years Being a Principal	Number	Percent
0-5 Years	22	59%
6-10 Years	6	16%
11-15 Years	5	15%
16-20 Years	3	8%
20+ Years	1	2%
n	37	100%

The next question asked the respondents to identify the Title-I status of the school they were presently employed. Sixteen principals, representing 43% of the sample, were principals of Title-I Schools. Twenty-one principals, representing 57% of the sample, were not principals of Title-I Schools (see Table 6).

Table 6

Title-I Status of School

Title-I School	Number	Percent
Yes	16	43%
No	21	57%
n	37	100%

The last demographic question asked the respondents to identify their sex. Seventeen principals, representing 46% of the sample, were males. Twenty principals, representing 54% of the sample, were females (see Table 7).

Table 7

Principals' Sex

Sex	Number	Percent
Male	17	46%
Female	20	54%
n	37	100%

Data Analysis

Research Question 1

Research question one sought to explore principals' perceptions of LKES at evaluating their overall effectiveness. To examine research question one, the average means scores of questions 26, 27, 28, 29 30, 31, 32, 37, 38, 39, and 41 from the LKES Perception Survey were calculated in order to determine principals' perceptions of LKES at evaluating their overall performance. Also, the themes/nodes from questions 40 and 42 were used to assist in determining principals' perceptions of LKES at evaluating their overall performance. To determine the level of effectiveness the average mean scores for questions 26, 27, 28, 29 30, 31, 32, 37, 38, 39 and 41 were interpreted as: *1-1.5 (Very Ineffective)*, *1.51-2.5 (Ineffective)*, *2.51-3.5 (Neutral)*, *3.51-4.49 (Effective)*, and *4.5-5.0 (Very Effective)*.

Table 8 shows the principals were neutral on the effectiveness of the following LKES objectives: satisfying district accountability requirements (M = 3.41, SD = 0.87); satisfying state accountability requirements (M = 3.41, SD = 0.87); ensuring they adhere to various policies and

procedures (M = 3.28, SD = 0.85); increasing standardized assessment scores (M = 2.89, SD = 1.08); improving graduation rates (M = 2.83, SD = 1.06); fostering a positive school climate (M=2.97, SD=1.19); supporting the maintenance of their instructional program (M = 3.19, SD = 1.09); and evaluating their effectiveness (M = 3.38, SD = 0.76).

Table 8 also shows the principals were neutral on the effectiveness of the following LKES weights: LAPS rating weighing 30% of their LEM score (M = 2.81, SD = 1.02); student growth and academic achievement rating weighing 50% of their LEM score (M = 2.76, SD = 1.07); and achievement gap reduction rating weighing 20% of their LEM score (M = 2.81, SD = 1.13).

Table 8

LKES Evaluating Performance

Survey Question	n	Range	Mean	SD	Rating
26. LKES Objective: Satisfying district accountability requirements	37	1-4	3.41	0.87	Neutral
27. LKES Objective: Satisfying state accountability requirements	37	1-4	3.41	0.87	Neutral
28. LKES Objective: Ensuring adherence to policies and procedures	36	1-4	3.28	0.85	Neutral
29. LKES Objective: Increasing standardized assessment scores	37	1-5	2.89	1.08	Neutral
30. LKES Objective: Improving graduation rates	36	1-4	2.83	1.06	Neutral

(continued)

Survey Question	n	Range	Mean	SD	Rating
31. LKES Objective: Fostering positive school climate	37	1-4	2.97	1.12	Neutral
32. LKES Objective: Supporting the maintenance of the instructional program	36	1-5	3.19	1.09	Neutral
37. LKES Weight: LAPS rating weighing 30%	37	1-4	2.81	1.02	Neutral
38. LKES Weight: Student Growth and Academic Achievement rating weighing 50%	37	1-5	2.76	1.07	Neutral
39. LKES Weight: Achievement Gap Reduction rating weighing 20%	37	1-5	2.81	1.13	Neutral
41. Overall, how effective is the Leader Keys Effectiveness System at evaluating your effectiveness?	37	1-4	3.38	0.76	Neutral

Question 40 was an open-ended question that asked principals to discuss, “How has the LKES process improved or influenced the achievement at their school?” Twenty-three (62%) principals said no that LKES had not influenced student achievement at their school, while 14 (38%) principals said yes that LKES had influenced student achievement at their school. Based on the principals’ written responses, their answers were coded into two themes/nodes: does not influence student achievement, and too early to tell. The principals made the following

comments as they related to LKES not having an impact on the student achievement in their building:

- Hard to link the causation back to LKES;
- Student achievement gains at my school are not driven by my evaluation scores/ratings. There is no relationship between the 2 [sic];
- We have had an increase in achievement since using LKES, I don't know if that's the cause;
- Because the information used to determine student achievement has not been fully implemented by the LKES process then a determination of the effectiveness cannot be made at this time;
- It is a dark cloud of repression of creativity and courage in leadership and education;
- We do not use LKES for this purpose;
- We have always been working as a school to improve students [sic] achievement. LKES has not been a factor in that regard;
- It is another hoop to jump through - not a useful tool for instruction or assessment strategies that will improve performance;

The last theme/node from the principals' comments on Question 40, was its too early to tell if LKES has an impact on student achievement in their building. Their comments were:

- It is way too [sic] early to determine if it influences student achievement and there are way too many other variables that may be the reason for the increase;
- Too early to tell;
- Too new to know; and
- It is too early in a huge turnaround process to see the results from one year.

Question 42 was another open-ended question that asked principals to discuss, “How has LKES improved their effectiveness?” Twenty-four (65%) principals said yes LKES has improved their effectiveness, while 13 (35%) said no LKES has not improved their effectiveness. The principals’ answers to the open-ended part varied and was coded into three themes/nodes: LKES provided clarity, forces self-reflection, and LKES is not effective. Principals’ comments on LKES providing clarity were:

- It provides a roadmap in the way of what items and details to give attention to...removes guess work;
- Only in the sense that good feedback gives me areas to focus on as a leader;
- It clearly identifies how I will be measured and holds me accountable;
- The use of standard expectations are helpful;
- Helps me know what my supervisor expects - different ones have different emphases;
- Clarifies expectations;
- I get to see what my evaluator sees at a glance so I can better tailor my efforts to what will reap benefits. It also does well to identify exemplary work from the principal position;
- Goal setting, developing my capability; and
- It clearly outlines our responsibilities and guides our daily work.

The next theme/node from the principals’ comments was LKES forces self-reflection of their practices. Their comments were:

- By forcing self-reflection on my work;
- Mostly through self-reflection more than feedback;

- Having the conferences with my leader has helped with focus and ability to discuss needs for school;
- Makes you think about how you can improve;
- It has forced me to look at myself, and the job I do, more closely; and
- It does give me feedback from my supervisor in ways to improve.

The last theme/node from the principals' comments was LKES was ineffective at improving their performance. Their comments were:

- I don't see the tool as an effective way to measure my effectiveness by someone else, but it has allowed me to self-reflect and to make changes in my leadership;
- LKES itself has not improved my effectiveness. The feedback I get from my supervisor about the perception of my performance has. This would be in effect despite LKES;
- Although I have made progress on my overall LAPS ratings, I cannot say that the improvement is a direct correlation to the LKES process;
- It limits me out of fear; and
- I don't think my effectiveness is any better because of LKES as I had high expectations previously.

Research Question 2

Research question two sought to explore principals' perceptions of the LAPS alignment to their day-to-day operations. To examine research question two, the average means scores of questions 17, 18, 19, 20, 21, 22, 23, and 24 from the LKES Perception Survey were calculated in order to determine principals' perceptions of the LAPS alignment to their day-to-day operations. Also, the themes/nodes from question 25 were used to assist in determining principals' perceptions of the LAPS alignment to their day-to-day operations. To determine the level of

alignment of the LAPS to the principals' day-to-day operations, the average mean scores for questions 17, 18, 19, 20, 21, 22, 23, and 24 were interpreted as: *1-1.5 (Very Ineffective)*, *1.51-2.5 (Ineffective)*, *2.51-3.5 (Neutral)*, *3.51-4.49 (Effective)*, and *4.5-5.0 (Very Effective)*.

Table 9 shows the principals perceived all of the LAPS to be effective at aligning to their day-to-day operations: instructional leadership (M = 3.92, SD = 0.65); school climate (M = 3.72, SD = 0.91); planning and assessment (M = 3.89, SD = 0.67); organizational management (M = 3.97, SD = 0.65); human resource management (M = 3.86, SD = 0.69); teacher/staff management (M = 3.92, SD = 0.65); professionalism (M = 3.94, SD = 0.67); and communication and community relations (M = 3.89, SD = 0.71).

Table 9

Alignment of LAPS

Survey Questions	n	Range	Mean	SD	Rating
17. LAPS: Instructional Leadership	36	2-5	3.92	0.65	Effective
18. LAPS: School Climate	36	1-5	3.72	0.91	Effective
19. LAPS: Planning and Assessment	36	2-5	3.89	0.67	Effective
20. LAPS: Organizational Management	36	2-5	3.97	0.65	Effective
21. LAPS: Human Resource Management	35	2-5	3.86	0.69	Effective
22. LAPS: Teacher/Staff Management	36	2-5	3.92	0.65	Effective
23. LAPS: Professionalism	36	2-5	3.94	0.67	Effective
24. LAPS: Communication and Community Relations	36	2-5	3.89	0.71	Effective

To provide clarity, principals were asked to respond to open-ended question 25 that asked them their opinion on some ways the LAPS could be improved to better align to their day-to-day operations. Their answers were coded into two themes/nodes: LAPS are aligned to their day-to-day operations and LAPS can be improved in order to better align to their day-to-day operations. Principals' comments on LAPS being aligned to their day-to-day operations were:

- They are pretty well aligned with the job of the principal not so much the assistant principal;

- The standards do an effective job of capturing the work of principals but the LAPS process does not. Not sure how to fix that. The area sup (my evaluator) is responsible for 25 schools, how can that person be a presence in our school and still do their work effectively; and
- All are aligned with my day-to-day work, but having to document actions to "prove" they are being done is a waste of time.

The other theme from the principals' comments was stating that LAPS can be improved to better align to their day-to-day operations. Their comments were:

- All are aligned with my day-to-day work, but having to document actions to "prove" they are being done is a waste of time;
- School climate: this is a gray area. There are no real answers. There is interaction between accountability and climate. High accountability leads to a lower climate scores. This is very difficult for me to come to terms with. Makes me want to quit. School staff can be really bold behind the key board. Typically very few people reply and those are the ones who are disgruntled folks;
- There seems to be redundancy in the standards. I think they could be streamlined and reduced in number;
- Some elements of school climate cannot be attributed to my leadership but to district or state developments. Also, there are probably teachers who are receiving "pressure and support" and might rate certain aspects of school climate in such a way as to seem negative;
- It would be difficult to change it because so many things are seen at a glance and don't capture all the work that goes in every day; and

- Not sure. It is rather all encompassing. I think some of the indicators are not aligned with what we do day to day.

Research Question 3

Research question three sought to explore principals' perceptions of LKES informing their professional growth. To examine research question three, the average means scores of questions 33, 34, and 35 from the LKES Perception Survey were calculated in order to determine principals' perceptions of LKES informing their professional growth. Also, the themes/nodes from question 36 were used to assist in determining principals' perceptions of LKES informing their professional growth. To determine the level LKES effectiveness at informing principals' professional growth, the average mean scores for questions 33, 34, and 35 were interpreted as: 1-1.5 (*Very Ineffective*), 1.51-2.5 (*Ineffective*), 2.51-3.5 (*Neutral*), 3.51-4.49 (*Effective*), and 4.5-5.0 (*Very Effective*).

Table 10 shows the principals perceived all of the LKES objectives that related to informing their professional growth to be neutral: providing accurate feedback ($M = 3.38$, $SD = 1.04$); documenting sub-standard principal performance ($M = 3.30$, $SD = 1.00$); and identifying principals' needs for professional development ($M = 3.08$, $SD = 1.21$).

Table 10

Informing Professional Growth

Survey Question	n	Range	Mean	SD	Rating
33. LKES Objective: Providing principals accurate feedback	37	1- 5	3.38	1.04	Neutral
34. LKES Objective: Documenting sub-standard principal performance	37	1-5	3.30	1.00	Neutral
35. LKES Objective: Identifying principals' needs for professional development	37	1-5	3.08	1.21	Neutral

To provide clarity, principals were asked to respond to an open-ended question that asked them their opinion on some ways LKES can be improved to help them grow professionally.

Their answers were coded into three themes/nodes: improve evaluator skills, not sure or does not inform their professional growth, and redesign certain feedback components. The first theme was from principals' comments on their evaluator needing better training on LKES. Principals' comments on improving evaluator skills were:

- The self-evaluation, mid-year and summative conference times are all times for self-reflection on our past work, how can we carve out that same experience for our future work; and
- Make sure that all evaluators are trained appropriately to use this as a growth model.

Some of the principals were unsure or felt that LKES has not informed their professional growth. Principals' comments on being unsure or LKES not informing their professional growth were:

- I marked ineffective for most of the above because I would be doing that "work" without this system in place;
- I don't think that the LKES process holds anyone accountable, but compliant. My district does a much better job holding their principals accountable through various goals they set yearly, but I don't think LKES process helps me grow as a leader. My district does and my own professional pursuits;
- None at this time;
- None;
- I don't feel that I am a better leader because of LKES. I am doing essentially the same things I did as a leader prior to LKES. It requires lots of my time to document what I am doing and I could spend that time better elsewhere; and
- Not sure.

Lastly, some the principals felt that in order for LKES to inform their professional growth, certain feedback components would have to be redesigned. Principals' comments on certain feedback components needing to be redesigned were:

- Not sure if the supervisor has the capacity but more than the pre, mid, post conference is needed for consistent feedback. Can the system be "tiered" so that principals in their first 1-3 years receive more feedback and veteran principals that have been deemed proficient or better receive less feedback. This could free up the evaluator to focus more on those that need the support; and

- Increased interface and direct observations with evaluators, formalized opportunities for non-evaluative colleague feedback and observations.

Research Question 4

Research question four sought to explore principals' perceptions of the 15 components utilized in LKES. To examine research question four, the average means scores of questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, and 15 from the LKES Perception Survey were calculated in order to determine principals' perceptions of the 15 components utilized in LKES. Also, the themes/nodes from question 16 were used to assist in determining principals' perception of the 15 components utilized in LKES. To determine the level LKES effectiveness of the 15 components utilized in LKES, the average mean scores for questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, and 15 were interpreted as: *1-1.5 (Very Ineffective)*, *1.51-2.5 (Ineffective)*, *2.51-3.5 (Neutral)*, *3.51-4.49 (Effective)*, and *4.5-5.0 (Very Effective)*.

Table 11 shows the principals perceived the following LKES components to be neutral: orientation (M = 3.38, SD = 0.76); documentation of performance component (M = 3.32, SD = 0.94); supervisor observations (M = 3.27, SD = 0.90); school climate surveys (M = 3.19, SD = 1.05); student attendance (M = 3.05, SD = 0.78); retention of effective teachers (M = 3.08, SD = 0.86); SGPs (M = 3.19, SD = 0.98); SLOs (M = 2.61, SD = 1.022); and achievement gap reduction (M = 3.19, SD = 0.980).

Table 11 also shows the principals perceived the following LKES components to be effective: self-assessment (M = 3.89, SD = 0.52); performance and goal setting (M = 3.78, SD = 0.71); pre-evaluation conference (M = 3.78, SD = 0.85); mid-year conference (M = 3.78, SD = 0.80); summative conference (M = 3.84, SD = 0.87); and LAPS (M = 3.54, SD = 0.90).

Table 11

LKES Components Effectiveness

Survey Questions	n	Range	Mean	SD	Rating
1. LKES Component: Orientation	37	2-5	3.38	0.76	Neutral
2. LKES Component: Self- Assessment	37	2-5	3.89	0.52	Effective
3. LKES Component: Performance and Goal Setting	37	2-5	3.78	0.71	Effective
4. Pre-Evaluation Conference	37	2-5	3.78	0.85	Effective
5. LKES Component: Documentation of Performance	37	1-5	3.32	0.94	Neutral
6. LKES Component: Supervisor Observations	37	1-5	3.27	0.90	Neutral
7. LKES Component: Mid- Year Conference	36	1-5	3.78	0.80	Effective
8. LKES Component: Summative Conference	37	1-5	3.84	0.87	Effective
9. LKES Component: Leader Assessments of Performance Standards (LAPS)	37	1-5	3.54	0.90	Effective

(continued)

Survey Questions	n	Range	Mean	SD	Rating
10. LKES Component: School Climate Surveys	37	1-5	3.19	1.05	Neutral
11. LKES Component: Student Attendance	37	1-4	3.05	0.78	Neutral
12. LKES Component: Retention of Effective Teachers	37	1-5	3.08	0.86	Neutral
13. LKES Component: Student Growth Percentiles (SGPs)	36	1-4	3.19	0.98	Neutral
14. LKES Component: Student Learning Objectives (SLOs)	36	1-4	2.61	1.02	Neutral
15. LKES Component: Achievement Gap Reduction	36	1-5	3.19	0.98	Neutral

To provide clarity, principals were asked to respond to an open-ended question that asked them their thoughts on the 15 components utilized in LKES. Their answers were coded into four themes/nodes: evaluator effectiveness, unsure about the governance, leadership, student growth, and academic achievement effectiveness components, unsure about the effectiveness of all the components, and satisfied with the components. The first theme was from the principals' comments on the effectiveness of their evaluator. Some of the principals thought their evaluator was effective, while others did not. Principals' comments on their evaluator were:

- The process is relatively new but I am not sure how an evaluator who is not present often

in my building can get an accurate picture;

- It is very difficult for a supervisor to be in the building to see the day to day work that a principal is involved in. The mid-year and summative conference meeting are effective due to the direct conversations with your supervisor about your work. Performance and goal setting are difficult to work with due to the inability to modify as the year progresses;
- The process drives self-reflection more than feedback from the evaluator. The evaluator is expected to cover 25+ schools which makes it difficult on them [sic] to fully understand the day to day work of the principals;
- The conferences are not effective as my supervisor only comes to my school during the midyear. This year, there were no visits to classrooms and he only stayed for a short time discussing himself and other schools. This was not productive for me as no feedback was provided;
- It is difficult for the principal's supervisor to have an accurate picture of performance. The documenting performance stage can be subjective and often based on non-observational data;
- The following areas of LKES are ineffective: SGP, SLO, and student climate surveys because the data is lagging and we often don't get the results in a timely manner. For example, I haven't received a complete summary of my school climate surveys. I saw results from my staff survey, but less than half of my staff replied, which made it difficult to identify trends. Also, on our CCRPI report we haven't received a score for school climate. I believe in order for this process to be effective all components need to be implemented; otherwise, it will lose its value and validity. You can't hold a leader

responsible for SGP when the state hasn't figured out their part and if new measures of assessment are being introduced. LKES areas that I find effective are: performance goal setting, pre/mid/summative conferences. My area superintendent does a great job of holding conferences and helping me set my goals. I think that this is the most meaningful part of the process;

- While it is helpful to meet with my supervisor three times per year, I do not find it to have a direct impact on my overall performance. In addition, because there is no professional development provided for the LKES standards, it is information that just informs. There is little to no development available to improve in a particular standard;
- Personal goal-setting and conversations with my boss help me understand what I need to work on. Nothing else about LKES is useful; and
- Conversations with my immediate supervisor have been most effective.

Some of principals made comments about the effectiveness of SLOs, SGPs, surveys, effective teacher retention, and achievement gap reduction. Principals' comments on the SLOs, SGPs, surveys, effective teacher retention, and achievement gap reduction components of LKES were:

- SLOs were way too cumbersome. SGPs are useful, but it's curious how they work. I was surprised by one of my top 25% teachers;
- I feel that the overall process is very effective. I do have concerns regarding the survey portion being completed anonymously. If there is truly an issue that one is trying to convey, we are not able find out what specifically needs to be worked on;
- The following areas of LKES are ineffective: SGP, SLO, and student climate surveys because the data is lagging and we often don't get the results in a timely manner. For

example, I haven't received a complete summary of my school climate surveys. I saw results from my staff survey, but less than half of my staff replied, which made it difficult to identify trends. Also, on our CCRPI report we haven't received a score for school climate. I believe in order for this process to be effective all components need to be implemented; otherwise, it will lose its value and validity. You can't hold a leader responsible for SGP when the state hasn't figured out their part and if new measures of assessment are being introduced. LKES areas that I find effective are: performance goal setting, pre/mid/summative conferences. My area superintendent does a great job of holding conferences and helping me set my goals. I think that this is the most meaningful part of the process;

- I believe that every principal's school culture, climate and community situations is different. I believe that it is an inadequate measure to determine a school's effectiveness based on a comparison of subgroups against other subgroups in the state. It would be a better measure to measure that school's growth against itself. Measuring a student's SGP when you have some students who have access to tutors, nannies, and 2 parent homes against someone who doesn't is absurd;
- Other than the SLOs, I find the other student growth ineffective;
- Surveys and teacher retention do not determine the effectiveness of an administrator;
- Several of the components such as SGPs, SLOs and reductions gap are not clear on numbers and data which makes it hard to support the target
- Nothing in LKES is better than its predecessor. In fact, it is much worse. Further, things like SLOs that we KNOW are unreliable, invalid, and contain no degree of validity are

being used to assess performance. The entire LKES process screams of hypocrisy.

Educators using unscientific data in the name of assessment is truly scary;

- LAPS standards are appropriate, student growth measures provide great information, unsure yet as to whether or not they are truly reliable though; and
- The SLOs may be an unreliable measure of the teachers' effectiveness and therefore may not be reliable for LKES purposes.

Some of principals were unsure about the effectiveness of the 15 components utilized in LKES. Principals' comments were:

- My perception is that majority of the current components of the LKES process or neither effective or ineffective in accurately evaluating leader performance;
- Personal goal-setting and conversations with my boss help me understand what I need to work on. Nothing else about LKES is useful;
- Many of the components haven't come into play yet so it is hard to determine their usefulness; and
- Still up in the air. Not sure how these pieces come together to accurately assess leaders.

Lastly, some of principals were satisfied with the 15 components utilized in LKES.

Principals' comments about their satisfaction were:

- I like the fact that it is a rubric and I am able to review all the elements involved. It give me a more comprehensive look at my responsibilities. Sort of a road map;
- The areas on which we have direct impact are solid -- it is difficult to know that you are evaluated on things that are outside of your control;

- I think it is very comprehensive, which is good. We have to be accountable for our buildings, so though it seems unfair for principals of schools in desperate need of change, at the end it is good to set a consistent high bar for everyone; and
- I think they outline our work effectively.

Research Question 5

In order to better understand the impact of LKES on a principal's effectiveness, it was necessary to find if there were any statistically significant differences among the means of the various demographic data collected from the principals. Therefore, research question five sought to find if there were any statistically significant differences among the means of elementary, middle, and high school principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness.

RQ5. Are there statistically significant differences among the means of elementary, middle, and high school principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness?

H1_o: There are no statistically significant differences among the means of elementary, middle, and high school principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness.

H1_a: There are statistically significant differences among the means of elementary, middle, and high school principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness.

Appendix H summarizes the statistical analysis of variance performed and computed by ANOVAs on principals' perceptions of the effectiveness of LKES. Table 12 includes analyses of variance on the items of the dimensions where $p \leq .05$. ANOVAs displays a summary of the

important components: mean square, F value, and p value. For the purposes of this study, only a summary of the 15 components, eight LAPS, 10 objectives, and 3 weights with statistically significant differences are shown in this section.

There were statistically significant differences among the means of elementary, middle, and high school principals' perceptions of the following components, weights, standards, and objectives utilized in LKES: performance and goal setting ($F = 14.64, p \leq .000$); documentation of performance ($F = 8.14, p \leq .001$); mid-year conference ($F = 3.29, p \leq .05$); instructional leadership ($F = 4.22, p \leq .02$); school climate ($F = 3.38, p \leq .05$); planning and assessment ($F = 6.95, p \leq .003$); organizational management ($F = 4.97, p \leq .013$); human resource management ($F = 5.71, p \leq .01$); teacher/staff management ($F = 9.27, p \leq .001$); professionalism ($F = 4.20, p \leq .02$); communication and community relations ($F = 5.93, p \leq .01$); ensuring adherence to policies and procedures ($F = 3.93, p \leq .03$); and overall effectiveness of LKES at evaluating their effectiveness ($F = 3.40, p \leq .05$).

Table 12

ANOVAs for Elementary, Middle, and High Principals

Survey Question		Mean Square	F	$p \leq$
3. LKES Component: Performance and Goal Setting	Between Groups	4.23	14.64	0.000
	Within Groups	0.29		
	Total			
5. LKES Component: Documentation of Performance	Between Groups	5.20	8.14	0.001
	Within Groups	0.64		
	Total			
7. LKES Component: Mid- Year Conference	Between Groups	1.85	3.29	0.05
	Within Groups	0.56		
	Total			
17. LAPS: Instructional Leadership	Between Groups	1.50	4.22	0.02
	Within Groups	0.36		
	Total			
18. LAPS: School Climate	Between Groups	2.48	3.38	0.05
	Within Groups	0.74		
	Total			
19. LAPS: Planning and Assessment	Between Groups	2.30	6.95	0.003
	Within Groups	0.33		
	Total			
20. LAPS: Organizational Management	Between Groups	1.73	4.97	0.01
	Within Groups	0.35		
	Total			
21. LAPS: Human Resource Management	Between Groups	2.14	5.71	0.01
	Within Groups	0.38		
	Total			

(continued)

Survey Question		Mean Square	F	$p \leq$
22. LAPS: Teacher/Staff Management	Between Groups	2.65	9.27	0.001
	Within Groups	0.29		
	Total			
23. LAPS: Professionalism	Between Groups	1.61	4.20	0.02
	Within Groups	0.38		
	Total			
24. LAPS: Communication and Community Relations	Between Groups	2.32	5.93	0.01
	Within Groups	0.39		
	Total			
28. LKES Objective: Ensuring adherence to policies and procedures	Between Groups	2.43	3.93	0.03
	Within Groups	0.62		
	Total			
41. Overall, how effective is the Leader Keys Effectiveness System at evaluating your effectiveness?	Between Groups	1.73	3.40	0.45
	Within Groups	0.51		
	Total			

Since some significant differences were found in the ANOVAs, Turkey's Post Hoc Test was performed to furthermore analyze where the differences were (see Appendix H). The Post Hoc Test revealed significant differences among the means of the elementary and high school principals' perceptions of the effectiveness of the following: performance and goal setting ($p = 0.000$); documentation of performance ($p = 0.001$); instructional leadership ($p = 0.02$); school climate ($p = 0.04$); planning and assessment ($p = 0.003$); organizational management ($p = 0.02$); human resource management ($p = 0.001$); teacher/staff management ($p = 0.00$); professionalism

($p = 0.03$); communication and community relations ($p = 0.01$); and ensuring adherence to policies and procedures ($p = 0.02$).

The Post Hoc Test also revealed significant differences among the means of the middle and high school principals' perceptions of the effectiveness of the following: performance and goal setting ($p = 0.000$); documentation of performance ($p = 0.01$); mid-year conference ($p = 0.04$); instructional leadership ($p = 0.04$); planning and assessment ($p = 0.01$); organizational management ($p = 0.02$); human resource management ($p = 0.01$); teacher/staff management ($p = 0.01$); professionalism ($p = 0.03$); communication and community relations ($p = 0.01$); and the effectiveness of LKES at evaluating their performance ($p = 0.04$).

The majority of the significant differences existed among high school principals and elementary and middle school principals. Therefore, the null hypothesis relating to the above utilized in LKES is rejected. The hypothesis relating to all the other components, standards, weights, and objectives utilized in LKES is accepted.

Research Question 6

In order to better understand the impact of LKES on a principal's effectiveness, it is necessary to find if there were any statistically significant differences among the means of the various demographic data collected from the principals. Therefore, research question six sought to find if there were any statistically significant differences among the means of principals who have been a principal for 0-5, 6-10, 11-15, 16-20, and 20+ years' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness. For the purposes of analyses the years as a principal variable was recoded to 0-5, 6-10, and 11+ years.

RQ6. Are there statistically significant differences among the means of principals who have been a principal for 0-5, 6-10, and 11+ years' perceptions of the Leader Keys Effectiveness System

evaluating their overall effectiveness?

H1_o: There are no statistically significant differences among the means of principals who have been a principal for 0-5, 6-10, and 11+ years' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness.

H1_a: There are statistically significant differences among the means of principals who have been a principal for 0-5, 6-10, and 11+ years' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness.

Appendix I summarizes the statistical analysis of variance performed and computed by ANOVAs on principals' perceptions of the effectiveness of LKES. For the purposes of this study, only a summary of the 15 components, eight LAPS, 10 objectives, and 3 weights with statistically significant differences are shown in this section.

There were no statistically significant differences among the means of principals who have been a principal for 0-5, 6-10, or 11+ years' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness. Therefore the null is accepted for all of the LKES components, standards, weights, and objectives tested.

Research Question 7

In order to better understand the impact of LKES on a principal's effectiveness, it is necessary to find if there were any statistically significant differences among the means of the various demographic data collected from the principals. Therefore, research question seven sought to find if there were statistically significant differences among the means of principals of Title-I and Non-Title-I schools perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness.

RQ7. Are there statistically significant differences among the means of principals of Title-I and

Non-Title-I schools perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness?

H1_o: There are no statistically significant differences among the means of principals of Title-I and Non-Title-I schools perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness.

H1_a: There are statistically significant differences among the means of principals of Title-I and Non-Title-I schools perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness.

Appendix J summarizes the statistical analysis of variance that was performed and computed by an Independent t-test on Title-I and Non-Title-I schools principals' perceptions of the effectiveness of LKES. Table 13 includes analyses of the Independent t-test on the items of the dimensions where $p \leq .05$. The t-test displays a summary of the key components: t value and p value. For the purposes of this study, only a summary of the 15 components, eight LAPS, 10 objectives, and 3 weights with statistically significant differences are shown in this section.

There is a statistically significant difference among the means of principals of Title-I and Non-Title-I schools' perceptions of the effectiveness professionalism ($t = 2.63, p \leq .01$) and communication and community relations ($t = 2.41, p \leq .02$). Therefore the null hypothesis was accepted for all the other LKES components, standards, weights, and objectives tested.

Table 13

Independent t-test for Title-I Status

Survey Question		t	$p \leq$
23. LAPS: Professionalism	Equal variances assumed	2.63	.01
24. LAPS: Communication and Community Relations	Equal variances assumed	2.41	.02

Research Question 8

In order to better understand the impact of LKES on a principal's effectiveness, it is necessary to find if there were any statistically significant differences among the means of the various demographic data collected from the principals. Therefore, research question eight sought to find if there were statistically significant differences among the means of male and female principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness.

RQ8. Are there statistically significant differences among the means of male and female principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness?

H1_o: There are no statistically significant differences among the means of male and female principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness.

H1_a: There are statistically significant differences among the means of male and female principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness.

Appendix K summarizes the statistical analysis of equality of variance that was performed and computed by an Independent t-test on male and female principals' perceptions of the effectiveness of LKES. Table 14 includes analyses of the Independent t-test on the items of the dimensions where $p \leq .05$. The t-test displays a summary of the key components: t value and p value. For the purposes of this study, only a summary of the 15 components, eight LAPS, 10 objectives, and 3 weights with statistically significant differences are shown in this section.

There is a statistically significant difference among the means of male and female

principals' perceptions of the effectiveness of the following: orientation ($t = 2.08, p \leq .05$); school climate surveys ($t = 2.64, p \leq .01$); improving graduation rates ($t = 2.29, p \leq .03$); and identifying principals' needs for professional development ($t = 2.52, p \leq .02$).

Therefore, the null was accepted for all of the other LKES components, standards, weights, and objectives tested.

Table 14

Independent t-test for Male and Female Principals

Survey Question		t	$p \leq$
1. LKES Component: Orientation	Equal variances assumed	2.08	.05
10. LKES Component: School Climate Surveys	Equal variances assumed	2.64	.01
34. LKES Objective: Improving Graduation Rates	Equal variances assumed	2.23	.03
35. LKES Objective: Identifying principals' needs for professional development	Equal variances assumed	2.52	.02

Discussion and Interpretation of the Results

The purpose of this study was to determine if principals perceived LKES to be effective at evaluating their effectiveness, aligned to their day-to-day operations, and informed their professional growth. This study found the principals perceived six of the 15 components to be effective, all eight LAPS to be effective, none of the 10 objectives to effective, and none of the three weights to be effective. Overall, this study found that the principals perceived LKES to be neither effective nor ineffective at evaluating their effectiveness.

This study determined if there were statistically significant differences among the mean scores of the various demographic data collected from the principals. This study found 12 statistically significant differences in the mean scores among elementary, middle, and high school principals' perceptions of the 15 components, eight LAPS, 10 objectives, and three weights tested. This study also found a statistically significant difference in the mean scores among elementary, middle, and high school principals' perceptions of LKES evaluating their effectiveness. This study found no statistically significant differences in the mean scores of principals who have been a principal for 0-5, 6-10, or 11+ years' perceptions of the Leader Keys Effectiveness System evaluating their effectiveness. This study found two statistically significant differences among the mean scores among Title-I and Non-Title-I principals' perceptions of the 15 components, eight LAPS, 10 objectives, and three weights tested. Lastly, this study found four statistically significant differences in the mean scores among male and female principals' perceptions of the 15 components, eight LAPS, 10 objectives, and three weights tested.

LKES Evaluating Principals' Effectiveness

The purpose of evaluating principals is to improve principals' overall effectiveness and serve as guide for professional development (Condon & Clifford, 2012; Clifford & Ross, 2012; New Leaders for New Schools, 2010; Stronge, 2013). However, current research on principal evaluations suggests many principal evaluations do not reflect proven principal practices, are not technically sound, and are not useful in improving principal performance (Clifford & Ross, 2012; New Leaders for New Schools, 2010; Stronge, 2013; Stronge et al., 2013). This study found that principals perceived LKES to be neither effective or ineffective at accomplishing its objectives of: satisfying district accountability requirements, satisfying state accountability requirements, ensuring adherence to policies and procedures, increasing standardized assessment

scores, improving graduation rates, fostering positive school climate, and supporting the maintenance of the instructional program.

The study found principals' comments on LKES's evaluating their effectiveness included:

- Hard to link the causation back to LKES;
- Student achievement gains at my school are not driven by my evaluation scores/ratings.
There is no relationship between the 2 [sic];
- We have had an increase in achievement since using LKES, I don't know if that's the cause;
- It is a dark cloud of repression of creativity and courage in leadership and education;
- We do not use LKES for this purpose;
- We have always been working as a school to improve student's [sic] achievement. LKES has not been a factor in that regard and it is another hoop to jump through - not a useful tool for instruction or assessment strategies that will improve performance.
- I don't see the tool as an effective way to measure my effectiveness by someone else, but it has allowed me to self-reflect and to make changes in my leadership;
- LKES itself has not improved my effectiveness. The feedback I get from my supervisor about the perception of my performance has. This would be in effect despite LKES;
- Although I have made progress on my overall LAPS ratings, I cannot say that the improvement is a direct correlation to the LKES process;
- It limits me out of fear; and I don't think my effectiveness is any better because of LKES as I had high expectations previously.
- Makes you think about how you can improve; and

- It has forced me to look at myself, and the job I do, more closely; and it does give me feedback from my supervisor in ways to improve.

The study also found a statistically significant difference among the means of elementary, middle, and high school principals' perceptions of LKES effectiveness at ensuring adherence to policies and procedures and evaluating their effectiveness. Therefore, it is clear principals are not perceiving LKES as an effective tool to evaluate their effectiveness. This is troublesome because Leithwood et al. (2004) found "school leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school" (p. 5).

The principals also perceived the three weights utilized in LKES to be neither effective nor ineffective at evaluating their effectiveness. More importantly, the principals perceived the entire LKES system to be neither effective nor ineffective at evaluating their effectiveness. This supports the statement from the research that many principal evaluation instruments are not technically sound (e.g., unclear standards, unproven components, and lack accuracy) or useful for improving principal performance, despite the proven importance of the principal to school and student success (Clifford & Ross, 2012; New Leaders for New Schools, 2010; Stronge, 2013).

LAPS Alignment to Principals' Day-to-Day Operations

Most principal evaluation systems focus on the wrong things, lack clear performance standards, and lack rigor in both their designs and implementation (New Leaders for New Schools, 2010; Reeves, 2009). Reeves' (2009) review of leader evaluation documents found performance standards themselves were either too vague or the performance expectations were unclear. However, the principals perceived all of the LAPS standards utilized in LKES to be effective at aligning to their day-to-day operations. This is a significant finding and it aligns to

Stronge et al. (2013) suggestion that principal evaluation systems should be based on researched guided performance standards such as instructional leadership, school climate, human resource leadership, organizational management, communication and community relations, and professionalism. They concluded that principal evaluation systems should look strictly at principal behaviors and how those behaviors influence student growth (2013).

The study found principals' comments on LKES's alignment to their day-to-day operations included:

- They are pretty well aligned with the job of the principal not so much the assistant principal;
- The standards do an effective job of capturing the work of principals but the LAPS process does not. Not sure how to fix that. The area sup (my evaluator) is responsible for 25 schools, how can that person be a presence in our school and still do their work effectively; and
- All are aligned with my day-to-day work, but having to document actions to "prove" they are being done is a waste of time.

The Wallace Foundation (2009) stated that principal evaluations should give a clear idea of the principals' duties and responsibilities and principal evaluations should have a "strong focus on instruction and the behaviors most likely to drive better student learning" (p. 4). In contrast to that statement, the study found some statistically significant differences among elementary, middle, and high school principals perceptions of the alignment of the all the LAPS to their day-to-day operations. This study also found two statistically significant differences among the means of principals of Title-I and Non-Title-I schools' perceptions of the effectiveness of LAPS professionalism and communication and community relations utilized in

LKES. This shows that even though the LAPS alignment to principals' day-to-day operations is a bright spot in the overall LKES process; there is still work to be done to make them more aligned by federal status and school level.

Informing Professional Growth

According to Stronge et al. (2013), "the purpose of a high quality principal evaluation system is to support the principal's growth and development while simultaneously holding him or her accountable for student success" (p. 8). Research by The Wallace Foundation (2009) concluded that reliable principal evaluation systems lead to applicable professional development that addresses any weaknesses of the principal found throughout the evaluation process. However, this study found principals perceived LKES to be neither effective nor ineffective at informing their professional growth.

The study found principals' comments on LKES's effectiveness of informing their professional growth included:

- I marked ineffective for most of the above because I would be doing that "work" without this system in place;
- I don't think that the LKES process holds anyone accountable, but compliant. My district does a much better job holding their principals accountable through various goals they set yearly, but I don't think LKES process helps me grow as a leader. My district does and my own professional pursuits;
- None at this time;
- None;

- I don't feel that I am a better leader because of LKES. I am doing essentially the same things I did as a leader prior to LKES. It requires lots of my time to document what I am doing and I could spend that time better elsewhere; and
- Not sure.

Furthermore, this study found a statistically significant difference among the means of male and female principals' perceptions of the effectiveness of LKES identifying principals' needs for professional development. This can be problematic, since, *New Leaders for New Schools* (2010) considered an effective principal evaluation system commits to the "ongoing professional growth of school leaders" (p. 10). They feel an effective system should drive a principal's effectiveness and learning, helping them to adopt new practices and perfect their current practices (2010).

LKES Components

The Wallace Foundation (2009) stated that principal evaluations should feature reliable and tested instruments and be flexible enough to take different purposes and contexts into account. The evaluation "should be designed to reach the same or similar conclusions if two or more leaders are evaluated in particular conditions" (The Wallace Foundation, 2009, p. 8). To support these statements, this study found the principals perceived six of the LKES components to be effective: self-assessment, performance and goal setting, pre-evaluation conference, mid-year conference, summative conference, and LAPS. More importantly, the principals perceived all the conferencing components of LKES to be effective, showing they understand the importance of these components.

Researchers make it clear student achievement should be included in the construction of principal evaluation systems (Condon & Clifford, 2012; Clifford & Ross, 2012; *New Leaders for*

New Schools, 2010; Stronge, 2013). However, this study found the principals perceived the following components utilized in LKES to be neither effective nor ineffective: orientation, documentation of performance, supervisor observations, school climate surveys, student attendance, retention of effective teachers, student growth percentiles (SGPs), student learning objectives (SLOs), and achievement gap reduction. This is problematic, since most of these components fall under the Governance and Leadership and Student Growth and Academic Achievement portions of LKES, which are the major components used to calculate a principal's LEM score (70%).

This study found principals' comments on the 15 components utilized in LKES included:

- SLOs were way too cumbersome. SGPs are useful, but it's curious how they work. I was surprised by one of my top 25% teachers;
- I feel that the overall process is very effective. I do have concerns regarding the survey portion being completed anonymously. If there is truly an issue that one is trying to convey, we are not able find out what specifically needs to be worked on;
- The following areas of LKES are ineffective: SGP, SLO, and student climate surveys because the data is lagging and we often don't get the results in a timely manner. For example, I haven't received a complete summary of my school climate surveys. I saw results from my staff survey, but less than half of my staff replied, which made it difficult to identify trends. Also, on our CCRPI report we haven't received a score for school climate. I believe in order for this process to be effective all components need to be implemented; otherwise, it will lose its value and validity. You can't hold a leader responsible for SGP when the state hasn't figured out their part and if new measures of assessment are being introduced. LKES areas that I find effective are: performance goal

setting, pre/mid/summative conferences. My area superintendent does a great job of holding conferences and helping me set my goals. I think that this is the most meaningful part of the process;

- I believe that every principal's school culture, climate and community situations is different. I believe that it is an inadequate measure to determine a school's effectiveness based on a comparison of subgroups against other subgroups in the state. It would be a better measure to measure that school's growth against itself. Measuring a student's SGP when you have some students who have access to tutors, nannies, and 2 parent homes against someone who doesn't is absurd;
- Other than the SLOs, I find the other student growth ineffective;
- Surveys and teacher retention do not determine the effectiveness of an administrator;
- Several of the components such as SGPs, SLOs and reductions gap are not clear on numbers and data which makes it hard to support the target
- Nothing in LKES is better than its predecessor. In fact, it is much worse. Further, things like SLOs that we KNOW are unreliable, invalid, and contain no degree of validity are being used to assess performance. The entire LKES process screams of hypocrisy. Educators using unscientific data in the name of assessment is truly scary;
- LAPS standards are appropriate, student growth measures provide great information, unsure yet as to whether or not they are truly reliable though; and
- The SLOs may be an unreliable measure of the teachers' effectiveness and therefore may not be reliable for LKES purposes.
- My perception is that majority of the current components of the LKES process or neither effective or ineffective in accurately evaluating leader performance;

- Personal goal-setting and conversations with my boss help me understand what I need to work on. Nothing else about LKES is useful;
- Many of the components haven't come into play yet so it is hard to determine their usefulness; and
- Still up in the air. Not sure how these pieces come together to accurately assess leaders.

This study also found a statistically significant difference among the means of elementary, middle, and high school principals' perceptions of the effectiveness of the following components: performance and goal setting, documentation of performance, and mid-year conference. This finding shows some of the components need to be differentiated by school level. Lastly, this study found a statistically significant difference among the means of male and female principals' perceptions of the effectiveness of the orientation component of LKES, the school climate survey component of LKES, and LKES accomplishing its objective of improving graduation rates. Therefore, it is clear some of the components need to be better explained and clarified for the principals.

Summary

The objectives of the study were formulated into research questions to determine principals' perceptions of Georgia's new principal system LKES at evaluating their effectiveness, aligning to their day-to-day operations, and informing their professional growth. The LKES Perception Survey provided a basis to address the research questions and hypotheses. Surveying the respondents' perception of the 15 components, eight LAPS, 10 objectives, and three weights utilized in LKES provided data to support the analyses of this study.

Analyses of the 15 components, eight LAPS, and 10 objectives, three weights utilized in LKES, found the principals perceived six of the 10 components and the eight LAPS to be

effective. Analyses of the 15 components, eight LAPS, and 10 objectives, three weights utilized in LKES, also found the principals perceived nine of the 10 components and all of the 10 objectives and three weights to be neither effective nor ineffective. The analyses also found the principals perceived LKES to be neither effective nor ineffective at evaluating their overall effectiveness.

The analyses of the alignment of the LAPS to the principals' day-to-day operation found that principals perceived all of the LAPS to be effective at aligning to their day-to-day operations. Lastly, the analyses found that the principals perceived LKES to be neither effective nor ineffective at informing their professional growth.

Analyses of elementary, middle, and high school principals' perceptions of the effectiveness of LKES at evaluating their effectiveness rejected the null hypothesis ($p \leq .05$) of three of the 15 components, all eight LAPS, and one of the 10 objectives tested. Analyses of elementary, middle, and high school principals' perceptions of the effectiveness of LKES at evaluating their effectiveness also rejected the null hypothesis ($p \leq .05$) of the overall effectiveness of LKES. Analyses of principals who have been a principal for 0-5, 6-10, or 11+ years' perceptions of the effectiveness of LKES at evaluating their effectiveness accepted the null hypothesis ($p \geq .05$) for all 15 components, eight LAPS, 10 objectives, and three weights tested.

Analyses of principals of Title-I and Non-Title-I schools' perceptions of the effectiveness of LKES at evaluating their effectiveness rejected the null hypothesis ($p \leq .05$) of two of the eight LAPS tested. Analyses of male and female principals' perceptions of the effectiveness of LKES at evaluating their effectiveness rejected the null hypothesis ($p \leq .05$) of two of the 15 components and two of the 10 objectives tested. Chapter IV reviewed the process of the study

and the data analyses. The analyzed data summary in this chapter was presented in tables with detailed analyses in the appendices.

CHAPTER V

Conclusions, Implications, and Recommendations

Introduction

The purpose of this study was to examine principals' perceptions of the effectiveness of their new evaluation system, LKES. Specifically, this study focused on Georgia principals' perceptions of LKES's ability to evaluate their effectiveness, align to their day-to-day operations, and inform their professional growth. More importantly, this study sought to improve the relationship between principals and principal evaluation systems policymakers. Specifically, this study focused on investigating principals' perceptions of the 15 components, eight standards, 10 objectives, and three weights utilized in LKES.

Awareness of principals' perceptions of the effectiveness of LKES will help policymakers consider ways to improve the LKES policy in order to improve principals' effectiveness. To date, limited research has been conducted in education to explore principals' perceptions of the effectiveness of their evaluation system (Davis et al., 2011). According to Goldring, Carson, et al. (2009), "when designed appropriately, executed proactively, and implemented properly, principal assessments can enhance leadership quality and improve organizational performance" (p. 20). In addition, leadership assessments can be used as a personal benchmarking tool for principals, a communication tool between central office and local schools, and a tool to improve a school's overall effectiveness (Clifford & Ross, 2012; Goldring et al., 2009).

When principal evaluation systems are found to be ineffective, *New Leaders for New Schools* (2010) suggest state policymakers should, "reduce conflicting layers of accountability and ensure alignment of state accountability for individual schools and principals" (p. 31).

Therefore, this mixed methods study may improve the components, weights, LAPS, and objectives utilized in LKES and help policymakers see the importance of improving them. The sample for this study consisted of 37 principals from one of the largest Metro Atlanta school districts. The instrument utilized in this study was a LKES Perception Survey that was comprised of the 15 components, eight LAPS, 10 objectives, and three weights utilized in LKES. The eight research questions and their associated null and alternative hypotheses that guided the research for analyzing principals' perceptions of LKES at evaluating their effectiveness, aligning to their day-to-day operations, and informing their professional growth were:

1. What are principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness?
2. What are principals' perceptions of the Leader Assessment on Performance Standards alignment to their day-to-day operations?
3. What are principals' perceptions of the Leader Keys Effectiveness System informing their professional growth?
4. What are principals' perceptions of the components utilized in the Leader Keys Effectiveness System?
5. Are there statistically significant differences among the means of elementary, middle, and high school principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness?

H1_o: There are no statistically significant differences among the means of elementary, middle, and high school principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness.

H1_a: There are statistically significant differences among the means of

elementary, middle, and high school principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness.

6. Are there statistically significant differences among the means of principals who have been a principal for 0-5, 6-10, 11-15, 16-20, and 20+ years' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness?

H_{1o}: There are no statistically significant differences among the means of principals who have been a principal for 0-5, 6-10, and 11+ years' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness.

H_{1a}: There are statistically significant differences among the means of principals who have been a principal for 0-5, 6-10, and 11+ years' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness.

7. Are there statistically significant differences among the means of principals of Title-I and Non-Title-I schools perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness?

H_{1o}: There are no statistically significant differences among the means of principals of Title-I and Non-Title-I schools perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness.

H_{1a}: There are statistically significant differences among the means of principals of Title-I and Non-Title-I schools perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness.

8. Are there statistically significant differences among the means of male and female principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness?

H1_o: There are no statistically significant differences among the means of male and female principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness.

H1_a: There are statistically significant differences among the means of male and female principals' perceptions of the Leader Keys Effectiveness System evaluating their overall effectiveness.

The major findings obtained from the data suggested:

- The principals found nine of the 15 components and all of the objectives and weights utilized in LKES to be neither effective nor ineffective at improving their effectiveness.
- The principals perceived all eight LAPS to be effective at aligning to their day-to-day operations.
- The principals perceived LKES to be neither effective nor ineffective at informing their professional growth.
- There were statistically significant differences among elementary, middle, and high school principals' perceptions of the effectiveness of LKES at evaluating their effectiveness.
- There were statistically significant differences among elementary, middle, and high school principals' perceptions of the effectiveness of three of the 15 components, all eight LAPS, and one of the 10 objectives utilized in LKES.
- There were no statistically significant differences among a principal who have been a principal for 0-5, 6-10, or 11+ years' perceptions of the effectiveness of LKES at evaluating their effectiveness.
- There were statistically significant differences among principals of Title-I and Non-Title-

I schools' perceptions of the effectiveness of two of the eight LAPS utilized in LKES.

- There were statistically significant differences among male and female principals' perceptions of the effectiveness of two of the 15 components and two of the 10 objectives utilized in LKES.

Context of Findings

The preliminary literature review of principal evaluation systems provided evidence that many state and district principal evaluations systems do not reflect existing principal standards or proven practices (New Leaders for New Schools, 2010). Furthermore, the literature review of principal evaluation systems provided evidence that many principal evaluation instruments are not technically sound (e.g., unclear standards, unproven components, and lack accuracy) or useful for improving principal performance, despite the proven importance of the principal to school and student success (Clifford & Ross, 2012; New Leaders for New Schools, 2010, Stronge, 2013). The results of this study confirm that LKES has unproven components, lacks accuracy, and is not useful for improving principal performance. However, the study did not confirm that LKES had unproven standards. The pattern that emerged from the data analysis was the majority of the principals perceived the 15 components, three weights, and 10 objectives utilized in LKES as neither effective nor ineffective.

Leithwood et al. (2004) stated, "school leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school" (p. 5). Marzano et al. (2005) performed a meta-analysis on research studies involving 2,802 schools, 1.4 million students, and 14,000 teachers over a 35-year period to investigate the relationship between principal leadership practice and the academic achievement of students. Their study found that a principal's influence over student academic achievement accounts for a 25% of the

variation in student achievement measures. With the role of the principal steadily evolving and current findings on the importance of the principal regarding student achievement, principal evaluations systems need to have a meaningful and effective purpose. Clifford et al. (2012b) suggested principal evaluations should be as comprehensive as possible. They also believe principal evaluations should be fair, accurate, and useful. Additionally, a committee of principals convened in 2010 and stated that they believed effective principal evaluation systems are:

- created by and for principals;
- part of a comprehensive system of support and professional development;
- flexible enough to accommodate differences in principals' experiences;
- relevant to the improvement of principals' dynamic work;
- based on accurate, valid and reliable information, gathered through multiple measures;
- fair in placing a priority on outcomes that principals can control; and
- useful for informing principals' learning and progress (Clifford & Ross, 2012, p. 3).

Additionally, Davis and Hensley (1999) interviewed 14 principals and found that the majority of the principals perceived the feedback they received was not effective in helping them grow. Furthermore, all 14 of the principals reported rarely seeing their evaluator; as a result, they perceived their evaluator did not know enough about what they do to evaluate them accurately. More importantly, these researchers found that 13 of the 14 principals viewed their evaluation process as "perfunctory, shallow, inconsistent and a waste of time" (Davis & Hensley, 1999, *What Superintendents Said*, para. 18). In addition, none of the principals stated the formal evaluation process made a difference in building their leadership capacity. Finally, the majority of the principals believed their evaluation process was adequate if their evaluator wanted to fire

them but not if their evaluator wanted to help them improve their practices (Davis & Hensley, 1999).

Goldring et al. (2009) found in their nationwide study of principal evaluations from 35 urban school districts across nine states that most of the evaluations neglect “leadership behaviors that ensure rigorous curriculum and quality instruction” (p. 1). They also found that most principal evaluations were based on instruments of unproven utility, psychometric properties, and accuracy. In addition, their research revealed that most evaluation instruments assessed principals’ general management skills and not the behaviors that influence student achievement. Their study also pointed out that most of the evaluation systems were not based on clear performance standards. Even though most states have principal performance standards, most of the evaluation systems they studied did not align to them. Goldring et al. (2009) also found that most of the principal evaluation systems were limited in the rigor of their design and implementation. Most of the evaluation systems had not been tested for psychometric properties and were not built on the latest research. Finally, their study found many times principal evaluators were not properly trained on the evaluation tool resulting in weak implementation and unequal experiences among the participants.

Effective Principal Evaluation Systems

Based on the findings of this study, principals perceived LKES to be neither effective nor ineffective at evaluating their effectiveness. Furthermore, based on the findings of this study principals perceived LKES to be neither effective nor ineffective at accomplishing its objectives of: satisfying district accountability requirements, satisfying state accountability requirements, ensuring adherence to policies and procedures, increasing standardized assessment scores, improving graduation rates, fostering positive school climate, and supporting the maintenance of

the instructional program. This finding does not support New Leaders for New Schools' (2010) recommendation that state policymakers should, "reduce conflicting layers of accountability and ensure alignment of state accountability for individual schools and principals" (p. 31). However, this finding does support the current research on principal evaluations systems that suggests many principal evaluations do not reflect proven principal practices, are not technically sound, and are not useful in improving principal performance (Clifford & Ross, 2012; New Leaders for New Schools, 2010; Stronge, 2013; Stronge et al., 2013).

Next, based on the findings of this study there was a statistically significant difference among the means of elementary, middle, and high school principals' perceptions of LKES effectiveness at ensuring adherence to policies and procedures. Furthermore, based on the results of this study there was a statistically significant difference among the means of elementary, middle, and high school principals' perceptions of the overall effectiveness of LKES at evaluating their effectiveness. This finding does not support Clifford and Ross' (2012) recommendation that principal evaluation systems should be flexible enough to accommodate the necessary differentiation to evaluate principals accurately based on their unique student, school, and community contexts. However, this study found there were no statistically significant differences among principals who had been a principal for 0-5, 6-10, or 11+ years perceptions of the effectiveness of LKES at evaluating their effectiveness disproves that principal evaluation need to be differentiated by principals' years of experience.

Subsequently, based on the findings from this study, principals also perceived the three weights utilized in LKES to be neither effective nor ineffective at evaluating their effectiveness (LAPS rating weighing 30%, Student Growth and Academic Achievement rating weighing 50%, and Achievement Gap Reduction rating weighing 20%). This finding does not support New

Leaders for New Schools' (2010) recommendation to state policymakers to, "establish a model principal evaluation system that defines principal effectiveness based on student achievement and teacher effectiveness outcomes (70%) and the leadership actions to accomplish those outcomes (30%)" (p. 31). However, this finding does support Stronge's et al. (2013) recommendation to federal, state, and local policymakers to not rely solely on the numbers. Stronge et al. states, "simply applying a numerical score to principal evaluation is sterile. The value in evaluation will come from what we do with the results" (p. 64).

Next, based on the findings of this study, principals perceived all of the LAPS standards utilized in LKES to be effective at aligning to their day-to-day operations. This finding supports Clifford and Ross' (2012) recommendation to federal, state, and district policymakers that, "strong evaluation systems incorporate widely accepted standards of practice so that results are relevant to the improvement of a principal's work and are routinely monitored and adapted to reflect the complex nature of the profession" (p. 22). This finding also supports Stronge's et al. (2013) suggestion that principal evaluation systems should be based on researched guided performance standards such as instructional leadership, school climate, human resource leadership, organizational management, communication and community relations, and professionalism.

Based on the findings of this study, principals perceived LKES to be neither effective nor ineffective at informing their professional growth. This study also found a statistically significant difference among the means of male and female principals' perceptions of the effectiveness of LKES identifying principals' needs for professional development. These findings does not support Stronge's et al. (2013) recommendation that principal evaluation systems should be designed to "provide valid, constructive feedback for vast majority of capable, competent,

committed principals” (p. 64). These findings also does not support Clifford and Ross’ (2012) statement, “the purpose of evaluation is to build a principal’s capacity and encourage professional development. Results of the evaluation serve as a catalyst for a principal’s growth and learning” (p. 23). These findings also does not support Stronge’s et al. (2013) recommendation to state policymakers to balance growth with accountability because they stated, “growth without accountability can easily become merely advice, accountability without growth is pointless” (p. 64). Lastly, these findings supports Davis and Hensley’s (1999) finding from interviewing 14 principals that the majority of the principals perceived the feedback they received was not effective in helping them grow.

Additionally, based on the findings of this study, principals perceived the self-assessment, performance and goal setting, pre-evaluation conference, mid-year conference, summative conference, and LAPS utilized in LKES to be effective. These findings support Clifford and Ross’ (2012) belief, that to evaluate principals accurately, “the collection and analysis of a comprehensive set of real-time data gathered from multiple sources” (p. 23) is needed. These findings also support Clifford’s et al. (2012b) recommendation that principal evaluation policies should “gather evidence of performance through multiple measures of practice” (p. 7). These findings also support Stronge’s et al. (2013) recommendation to federal, state, and district policymakers the principal evaluation systems should have ways for principal evaluators to communicate with principals “early, often, and effectively” (p. 64).

Next, based on the findings of this study, principals perceived the following LKES components to be neither effective nor ineffective: orientation, documentation of performance, supervisor observations, school climate surveys, student attendance, retention of effective teachers, student growth percentiles (SGPs), student learning objectives (SLOs), and

achievement gap reduction. These findings do not support New Leaders for New Schools' (2010) recommendation to state principal evaluation policymakers to, "revise existing leadership standards for principals to embrace student achievement and teacher effectiveness outcomes and to reflect the most current research on effective principal leadership" (p. 31). Lastly, these findings support Goldring et al. (2009) finding that most of the principal evaluation systems were limited in the rigor of their design and implementation.

This study also found a statistically significant difference among the means of elementary, middle, and high school principals' perceptions of the effectiveness of the: performance and goal setting, documentation of performance, and mid-year conference. This study also found statistically significant differences among the means of principals of Title-I and Non-Title-I schools' perceptions of the effectiveness of the LAPS professionalism and communication and community relations utilized in LKES. Lastly, this study found a statistically significant differences among the means of male and female principals' perceptions of the effectiveness of the orientation and school climate survey components of LKES. These findings do not support Clifford and Ross' (2012) recommendation that principal evaluation systems should be flexible enough to accommodate the necessary differentiation to evaluate principals accurately based on their unique student, school, and community contexts.

Limitations of Findings

The researcher acknowledges the following limitations of this study:

- The scope was limited to one school district.
- The study utilized a convenience sample comprised of those principals willing to participate in the study, therefore, the study has a relatively small sample size.

- The responses to the survey instrument may have been affected by personal bias of the respondent toward LKES.
- LKES is a relatively new principal evaluation system and many of the components, weights, standards, and objectives are still being explained.

Implications of Findings

Leithwood et al. (2004) stated, “school leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school” (p. 5). Therefore, the implications of the findings from this study are pertinent to federal, state, and local principal evaluation system policymakers. The results of the finding of this study indicated that the principals perceived LKES to be neither effective nor ineffective at evaluating their effectiveness. The majority of the principal believed they would be effective with or without LKES. They did not perceive LKES as helping them be a better principal. Therefore, this implies LKES is just formality for many of the principals and it is not having an impact on the student achievement in their building since it is not having an impact on them.

The results of the findings of this study also indicated that the principals perceived all of the LAPS to align to their day-to-day operations. This tells policymakers that LKES is evaluating the right principal behaviors and principals understand what their performance should entail. Lastly, the results of the findings of this study indicated that the majority of the principals perceived LKES to be neither effective nor ineffective at informing their professional growth. They did not think it was effective at helping them grow and almost served as a checklist.

The results of the findings of this study also indicated elementary, middle, and high school principals perceived the effectiveness of LKES statistically significantly different. Therefore, policymakers need to build in measures that allow for differentiation based on school

level. The results of the findings of this study also indicated that a principal's years of experience does not affect their perceptions of the effectiveness of LKES. Furthermore, the results of the findings of this study indicated that the federal status of a principal's school and the sex of the principal has no significant impact on a principal's perceptions of LKES at evaluating their effectiveness. This informs policymakers that it is more about the content utilized in LKES than the principal's demographics or school's federal status.

Recommendations for Future Research

Few studies have investigated the principals' perceptions of the effectiveness of their evaluation system at evaluating their effectiveness, aligning to their day-to-day operations, and informing their professional growth. Even fewer studies have investigated principals' perceptions of their evaluation system based on their school level, years of experience, federal status of their school, and their sex. The purpose of this research was to determine if principals perceived LKES to be effective at evaluating their effectiveness, aligned to their day-to-day operations, and informed their professional growth. As supported by the review of literature, most principal evaluation systems are not effective, do not align to principals' day-to-day operations, and are ineffective at informing their professional growth. When principal evaluation systems are found to not be effective at evaluating principals' effectiveness, aligning to principals' day-to-day operations, and are ineffective at informing their professional growth, policymakers need to redesign their policies and make them more technically sound (e.g., clear standards, proven components, and accurate) and useful for improving principal performance (Clifford & Ross, 2012; New Leaders for New Schools, 2010, Stronge, 2013).

The findings of this study may help principal evaluation systems policymakers understand how their principal evaluation systems are perceived by principals, especially in

Georgia. Increasing their knowledge of principals' perception of principal evaluation systems may help them design systems that are effective at increasing principals' effectiveness and informing their professional growth. The findings of this study may also help the evaluators of principals better understand how to make principals' evaluation process more effective and impactful on their performance. However, even with the findings of this study, there is still the need for more research on principal evaluation. This study is one of many that is needed to begin to fill the gap in the literature on effective principal evaluation systems.

Suggestions for future research include:

- Expanding the study to include other states and districts (urban, rural, and suburban) that have implemented new principal evaluation systems.
- Expanding the research to include principal evaluators' perceptions of LKES.
- To conduct a similar study further analyzing the demographic, principal school level (elementary, middle, and high).
- Expanding the qualitative portion of the research to include interviews and document analysis.
- Expanding the research to include Assistant Principals' perceptions of LKES.
- Expanding the research to include policymakers' perceptions of the components, weights, standards, and objectives of their principal evaluation systems.

Conclusion

This chapter provided a summary and interpretation of key findings as well as recommendations and implications for principal evaluation system policymakers and principals' evaluators. Study limitations were acknowledged and suggestions for additional research were suggested.

By conducting this study, the researcher gained a better understanding of principals' perception of their principal evaluation system at evaluating their overall effectiveness, especially in Georgia. The findings of this study indicate that most principals did not perceive LKES to be effective at evaluating their effectiveness or to be effective at informing their professional growth. This indication supports the conclusion that the majority of the principals perceived the feedback they received from their principal evaluation system to be ineffective at helping them grow or improving their effectiveness. The principal matters to the student achievement in their building, therefore, is important that states have effective principal evaluation policies in place to improve the principal quality within their states.

Overall, this study contributes to the limited body of research on principal evaluation by quantitatively and qualitatively exploring Georgia's principals' perceptions of the effectiveness of their new evaluation system, LKES. Federal, state, and local district policymakers can leverage these findings to develop and improve their principal evaluation systems to better evaluate principals' effectiveness and inform their professional growth. As the role of the principal continues to evolve, this is the time for states to critically study their principal evaluation systems and redesign them to accurately measure a principal's effectiveness and support their professional growth. There is great potential for principal evaluation systems to be designed in a way that will have an impact on a principal's effectiveness in order to have an impact on school improvement.

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Appendix A

LKES Perception Survey

ONLINE SURVEY CONSENT FORM

Title of Research Study: Principals' Perceptions of the Leader Keys Effectiveness System in Georgia

Researcher's Contact Information: Alvin Thomas, 770-853-3541,
Thomasa@fultonschools.org

Introduction

You are being invited to take part in a research study conducted by Alvin Thomas of Kennesaw State University as a part of his dissertation. Before you decide to participate in this study, you should read this form and ask questions about anything that you do not understand.

Description of Project

The purpose of the study is to examine principals' perceptions of Georgia's new leader evaluation system, which is the Leader Keys Effectiveness System (LKES). Specifically, this study intends to investigate your perceptions of LKES's ability to evaluate your effectiveness, align to your day-to-day operations, and inform your professional growth. This study also intends to investigate your perceptions of the various components (e.g. conferences, observations, and surveys) utilized in LKES. Overall, this study intends to improve the relationship between principals and principal evaluation systems, policymakers and help Georgia's policymakers improve the LKES policy.

Explanation of Procedures

The survey questions are asking you to provide your opinion of the effectiveness of the various components (e.g. conferences, observations, and surveys) utilized in LKES, the Leader Assessment on Performance Standards (LAPS), LKES objectives, and the LKES weights.

Time Required

The online survey will take approximately 15-20 minutes to complete.

Risks or Discomforts

There are no physical risks associated with this study. However, possible psychological or emotional risks involved in this study may include nervousness or anxiety, associated with the confidentiality of your answers to the questions about the effectiveness of LKES. In order to significantly reduce the psychological or emotional risks, specific measures have been taken to ensure your answers are confidential. Specifically, because there are no specific identifiers, other

than school level, years as a principal, Title-I status of school, and gender, it will be impossible to ascertain definite identity of a participant. Therefore, subjects will be anonymous. In addition, no IP addresses will be collected. All surveys will be maintained in the web-based survey system and will be deleted after data analysis is complete. Furthermore, if you feel uncomfortable with a question, you can omit that question or withdraw from the study altogether. If you decide to quit at any time before you have finished the questionnaire, your answers will NOT be recorded.

Benefits

There will be no direct benefits to you for taking part in the study, except the researcher learning more about your perceptions of the effectiveness of the LKES policy.

Compensation

You will not receive any compensation for participating in the study.

Confidentiality

The results of this participation will be confidential. No specific identifiers, other than your school level, years as a principal, Title-I status of your school, and your gender, will be used, making it difficult for someone to ascertain your identity. Furthermore, no IP addresses will be collected. All surveys will be maintained in the web-based survey system and will be deleted immediately after the data analysis is complete. In addition, only the Researcher will see your survey responses and the results of this study will be used for scholarly purposes only.

Inclusion Criteria for Participation

You must be 18 years of age or older to participate in this study.

Use of Online Survey

No IP addresses will be collected during the survey.

Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to the Institutional Review Board, Kennesaw State University, 1000 Chastain Road, #0112, Kennesaw, GA 30144-5591, (678) 797-2268. If you have any other questions or concerns contact Dr. Mary Chandler, (404) 219-9492, my Dissertation Chair.

- I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.
- I do not agree to participate and will be excluded from the remainder of the questions.

PRINCIPAL LKES PERCEPTION SURVEY Respondent Information:

D1 Current School Level

- Elementary
- Middle
- High

D2 Number of years you have been a principal:

- 0-5 Years
- 6-10 Years
- 11-15 Years
- 16-20 Years
- 20+ Years

D3 Are you a principal of a Title-I School:

- Yes
- No

D4 Sex:

- Male
- Female

PRINCIPAL LKES PERCEPTION SURVEY

Please answer the following questions to the best of your ability:

Q1-Q15 LKES Components

How effective are the following LKES components in evaluating your performance?

	Very Ineffective	Ineffective	Neither Effective nor Ineffective	Effective	Very Effective
Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance and Goal Setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-Evaluation Conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Documentation of Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisor Observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mid-Year Conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summative Conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leader Assessments of Performance Standards (LAPS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Climate Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retention of Effective Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Growth Percentiles (SGPs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Learning Objectives (SLOs)					
Achievement Gap Reduction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 What are your thoughts on the 15 components (as it relates to the previous question) utilized in LKES? Please explain your answer.

Q17-Q24 Leader Assessment Performance Standards (LAPS)

How effective are the following Leader Assessment Performance Standards (LAPS) utilized in LKES at aligning to your day-to-day operations?

	Very Ineffective	Ineffective	Neither Effective nor Ineffective	Effective	Very Effective
Instructional Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning and Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resource Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher/Staff Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication and Community Relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25 What are some ways the LAPS may be changed to better align with your day-to-day operations? Please explain your answer.

Q26-Q35 LKES Objectives

How effective is LKES at accomplishing the following objectives?

	Very Ineffective	Ineffective	Neither Effective nor Ineffective	Effective	Very Effective
Satisfying district accountability requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Satisfying state accountability requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring adherence to policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing standardized assessment scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving graduation rates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering positive school climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting the maintenance of the instructional program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing principals accurate feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Documenting sub-standard principal performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

principals' needs for professional development					
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Q36 What are some ways LKES may be improved to help you grow professionally? Please explain your answer.

Q37-Q39 LKES Weights

How effective are the weights utilized in LKES at measuring your effectiveness?

	Very Ineffective	Ineffective	Neither Effective nor Ineffective	Effective	Very Effective
LAPS rating weighing 30%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Growth and Academic Achievement rating weighing 50%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achievement Gap Reduction rating weighing 20%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q40 Has the LKES process improved or influenced the student achievement at your school? Yes or No? Please explain your answer.

- Yes _____
- No _____

Q41 Overall, how effective is the Leader Keys Effectiveness System at evaluating your effectiveness?

- Very Ineffective
- Ineffective
- Neither Effective nor Ineffective
- Effective
- Very Effective

Q42 Has LKES improved your effectiveness? Yes or No? Please explain your answer.

- Yes _____
- No _____

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Appendix B

IRB Approval

Alvin Thomas

RE: Your application dated 11/12/2014, Study #15-199: Principals' Perceptions of the Leader Keys Effectiveness System in Georgia

Dear Mr. Thomas:

Your application for the new study listed above has been administratively reviewed. This study qualifies as exempt from continuing review under DHHS (OHRP) Title 45 CFR Part 46.101(b)(2) - educational tests, surveys, interviews, public observations. The consent procedures described in your application are in effect. You are free to conduct your study.

Please note that all proposed revisions to an exempt study require IRB review prior to implementation to ensure that the study continues to fall within an exempted category of research. A copy of revised documents with a description of planned changes should be submitted to irb@kennesaw.edu for review and approval by the IRB.

Thank you for keeping the board informed of your activities. Contact the IRB at irb@kennesaw.edu or at [\(470\) 578-2268](tel:(470)578-2268) if you have any questions or require further information.

Sincerely,

Christine Ziegler, Ph.D.
KSU Institutional Review Board Chair and Director

Appendix C

IRB Approval After Survey Changes

February 4, 2015

Alvin Thomas

RE: Request for Revision to Exempted Study, Study #15-199: Principals' Perceptions of the Leader Keys Effectiveness System in Georgia

Dear Mr. Thomas:

I have reviewed your request for revisions to the exempted study listed above, which involves the following change to the protocol: Minor changes to the survey instrument to improve the context, language, and format of the instrument.

. This study continues to qualify as exempt from review under DHHS (OHRP) Title 45 CFR Part 46.101(b)(2) - educational tests, surveys, interviews, public observations. You are free to conduct your study as approved.

Please note that any further proposed changes to the study must be promptly reported and approved prior to implementation. Contact the IRB at [\(470\) 578-2268](tel:4705782268) or irb@kenesaw.edu if you have any questions or require further information.

Sincerely,

Christine Ziegler, Ph.D.
KSU Institutional Review Board Chair and Director

Appendix D

Local School District Research Approval

January 16, 2015

Dear Mr. Thomas:

Your request to conduct the research study "*Principals' Perceptions of the Leader Keys Effectiveness System in Georgia*" has been approved. Enclosed is a copy of the Research Agreement. Please note that while this approval permits you to approach individual schools and/or teachers within the [REDACTED] County School system, the final decision regarding participation is a local option and rests with each school principal and teacher. A copy of this letter must be provided to schools along with any correspondence requesting participation in this study.

No identification of [REDACTED] County Schools (students' names, teachers' names, administrators' names, etc.) is to be included in data collected as a part of this study. Also, complete confidentiality of records must be maintained. Please remember to send a summary report once the study is complete to the address below. If any additional information or assistance is needed, please feel free to reach us at [REDACTED]

We appreciate your interest in conducting research with [REDACTED] County Schools.

Appendix E

Principal Participation Request

Dear Principal,

Currently, I am a doctoral student in the Educational Leadership Program at Kennesaw State University. The purpose of this email is to request your assistance with a research study I am completing.

On January 16, 2015, ██████ County approved my request to conduct my research study entitled *“Principals’ Perceptions of the Leader Keys Effectiveness System in Georgia”*.

The goal of this study is to examine principals’ perceptions of the Leader Keys Effectiveness System (LKES). Specifically, this study intends to examine principals’ perceptions of LKES’s ability to evaluate your effectiveness, align to your day-to-day operations, and inform your professional growth. It is intended that the findings of the study will be useful in understanding how to improve a principal’s effectiveness by effectively and accurately evaluating them.

To participate in the study, click the link below. The survey only takes 15-20 minutes to complete and extra measures have been taken to ensure your answers remain anonymous and confidential. Furthermore, in my dissertation I do not use the terms ██████ County or ██████ County’s principals.

Thanks for assistance in advance and please let me know if you have any questions.

LKES Perception Survey

Appendix F

Principal Second Participation Request

Hi Principals,

First, thank you to everyone who has supported my research by completing the LKES Perception Survey. However, if you have not completed the survey please consider completing it sometime within the next couple of weeks. **The survey will be open until March 2, 2015.**

Thanks in advance for your assistance, and please let me know if you have any questions.

LKES Perception Survey

Principal Third Participation Request

Hi Principals,

First, THANK YOU to everyone who has supported my research by completing the LKES Perception Survey. However, if you have not completed the survey please consider completing it by **March 2, 2015**. The survey only takes 10-15 minutes to complete.

Thanks in advance for your assistance.

LKES Perception Survey

Descriptive Statistics and ANOVAs: Research Question 5

Survey Questions	School Level	n	Range	Mean	Std. Deviation
1. LKES	Elementary	20	2-5	3.20	0.77
Component:	Middle	12	3-5	3.67	0.65
Orientation	High	5	2-4	3.40	0.89
	Total	37	2-5	3.38	0.76
2. LKES	Elementary	20	3-5	3.95	0.51
Component: Self-	Middle	12	4-4	4.00	0.00
Assessment	High	5	2-4	3.40	0.89
	Total	37	2-5	3.89	0.52
3. LKES	Elementary	20	3-5	4.05	0.39
Component:	Middle	12	2-5	3.83	0.72
Performance and	High	5	2-3	2.60	0.55
Goal Setting	Total	37	2-5	3.78	0.71
4. LKES	Elementary	20	2-5	3.80	0.95
Component: Pre-	Middle	12	4-5	4.08	0.29
Evaluation	High	5	2-4	3.00	1.00
Conference	Total	37	2-5	3.78	0.85
5. LKES	Elementary	20	2-5	3.60	0.82
Component:	Middle	12	2-4	3.42	0.79
Documentation of	High	5	1-3	2.00	0.71
Performance	Total	37	1-5	3.32	0.94
6. LKES	Elementary	20	2-5	3.40	0.88
Component:	Middle	12	2-4	3.42	0.67
Supervisor	High	5	1-4	2.40	1.14
Observations	Total	37	1-5	3.27	0.90
7. LKES	Elementary	19	2-5	3.84	0.77
Component: Mid-	Middle	12	4-4	4.00	0.00
Year Conference	High	5	1-4	3.00	1.41
	Total	36	1-5	3.78	0.80

(continued)

Survey Questions	School Level	n	Range	Mean	Std. Deviation
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8. LKES	Elementary	20	2-5	3.90	0.79
Component:	Middle	12	3-5	4.08	0.52
Summative	High	5	1-4	3.00	1.41
Conference	Total	37	1-5	3.84	0.87
9. LKES	Elementary	20	2-5	3.70	0.80
Component: Leader	Middle	12	2-5	3.58	0.79
Assessments of	High	5	1-4	2.80	1.30
Performance	Total	37	1-5	3.54	0.90
Standards (LAPS)	Elementary	20	1-4	3.05	0.95
10. LKES	Middle	12	1-5	3.50	1.24
Component: School	High	5	2-4	3.00	1.00
Climate Surveys	Total	37	1-5	3.19	1.05
11. LKES	Elementary	20	1-4	3.00	0.86
Component: Student	Middle	12	2-4	3.17	0.72
Attendance	High	5	2-4	3.00	0.71
	Total	37	1-4	3.05	0.78
12. LKES	Elementary	20	1-5	3.15	0.93
Component:	Middle	12	2-4	3.08	0.79
Retention of	High	5	2-4	2.80	0.84
Effective Teachers	Total	37	1-5	3.08	0.86
13. LKES	Elementary	19	2-4	3.26	0.81
Component: Student	Middle	12	1-4	3.25	0.97
Growth Percentiles	High	5	1-4	2.80	1.64
(SGPs)	Total	36	1-4	3.19	0.98
14. LKES	Elementary	19	1-4	2.68	0.95
Component: Student	Middle	12	1-4	2.67	1.16
Learning Objectives	High	5	1-3	2.20	1.10
(SLOs)	Total	36	1-4	2.61	1.02

(continued)

Survey Questions	School Level	n	Range	Mean	Std. Deviation
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15. LKES	Elementary	19	1-5	3.11	0.94
Component:	Middle	12	1-4	3.33	0.99
Achievement Gap	High	5	1-4	3.20	1.30
Reduction	Total	36	1-5	3.19	0.98
17. LAPS:	Elementary	19	3-5	4.05	0.52
Instructional	Middle	12	3-5	4.00	0.43
Leadership	High	5	2-4	3.20	1.10
	Total	36	2-5	3.92	0.65
18. LAPS: School	Elementary	19	1-5	3.89	0.94
Climate	Middle	12	2-5	3.83	0.72
	High	5	2-4	2.80	0.84
	Total	36	1-5	3.72	0.91
19. LAPS: Planning	Elementary	19	3-5	4.05	0.52
and Assessment	Middle	12	3-5	4.00	0.43
	High	5	2-4	3.00	1.00
	Total	36	2-5	3.89	0.67
20. LAPS:	Elementary	19	3-5	4.11	0.46
Organizational	Middle	12	3-5	4.08	0.52
Management	High	5	2-4	3.20	1.10
	Total	36	2-5	3.97	0.65
21. LAPS: Human	Elementary	19	3-5	4.00	0.58
Resource	Middle	11	3-5	4.00	0.45
Management	High	5	2-4	3.00	1.00
	Total	35	2-5	3.86	0.69
22. LAPS:	Elementary	19	3-5	4.16	0.50
Teacher/Staff	Middle	12	3-4	3.92	0.29
Management	High	5	2-4	3.00	1.00
	Total	36	2-5	3.92	0.65
23. LAPS:	Elementary	19	3-5	4.05	0.62
Professionalism	Middle	12	4-5	4.08	0.29
	High	5	2-4	3.20	1.10
	Total	36	2-5	3.94	0.67

(continued)

Survey Questions	School Level	n	Range	Mean	Std. Deviation
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24. LAPS:	Elementary	19	3-5	4.00	0.67
Communication and	Middle	12	4-5	4.08	0.29
Community	High	5	2-4	3.00	1.00
Relations	Total	36	2-5	3.89	0.71
26. LKES Objective:	Elementary	20	2-4	3.60	0.75
Satisfying district	Middle	12	2-4	3.42	0.79
accountability	High	5	1-4	2.60	1.14
requirements	Total	37	1-4	3.41	0.87
27. LKES Objective:	Elementary	20	2-4	3.55	0.76
Satisfying state	Middle	12	2-4	3.42	0.79
accountability	High	5	1-4	2.80	1.30
requirements	Total	37	1-4	3.41	0.87
28. LKES Objective:	Elementary	20	2-4	3.45	0.76
Ensuring adherence	Middle	12	2-4	3.33	0.78
to policies and	High	4	1-3	2.25	0.96
procedures	Total	36	1-4	3.28	0.85
29. LKES Objective:	Elementary	20	1-5	3.05	1.00
Increasing	Middle	12	1-4	2.92	1.08
standardized	High	5	1-4	2.20	1.30
assessment scores	Total	37	1-5	2.89	1.08
30. LKES Objective:	Elementary	20	1-4	2.90	0.91
Improving	Middle	12	1-4	3.00	1.13
graduation rates	High	4	1-4	2.00	1.41
	Total	36	1-4	2.83	1.06
31. LKES Objective:	Elementary	20	1-4	3.15	0.99
Fostering positive	Middle	12	1-4	3.00	1.21
school climate	High	5	1-4	2.20	1.30
	Total	37	1-4	2.97	1.12

(continued)

Survey Questions	School Level	n	Range	Mean	Std. Deviation
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32. LKES Objective: Elementary		19	2-4	3.37	0.68
Supporting the	Middle	12	1-5	3.17	1.27
maintenance of the	High	5	1-5	2.60	1.82
instructional program	Total	36	1-5	3.19	1.09
33. LKES Objective: Elementary		20	2-5	3.50	0.83
Providing principals	Middle	12	2-5	3.50	1.00
accurate feedback	High	5	1-5	2.60	1.67
	Total	37	1-5	3.38	1.04
34. LKES Objective: Elementary		20	2-5	3.50	0.76
Documenting sub-	Middle	12	1-5	3.17	1.27
standard principal	High	5	1-4	2.80	1.10
performance	Total	37	1-5	3.30	1.00
35. LKES Objective: Elementary		20	1-5	3.20	1.11
Identifying	Middle	12	1-5	3.17	1.34
principals' needs for	High	5	1-4	2.40	1.34
professional	Total	37	1-5	3.08	1.21
development					
37. LKES Weight: Elementary		20	1-4	2.65	0.93
LAPS rating	Middle	12	1-4	3.00	1.04
weighing 30%	High	5	1-4	3.00	1.41
	Total	37	1-4	2.81	1.02
38. LKES Weight: Elementary		20	1-4	2.65	1.04
Student Growth and	Middle	12	1-5	2.92	1.08
Academic	High	5	1-4	2.80	1.30
Achievement rating	Total	37	1-5	2.76	1.07
weighing 50%					
39. LKES Weight: Elementary		20	1-4	2.55	1.05
Achievement Gap	Middle	12	1-5	3.17	1.12
Reduction rating	High	5	1-4	3.00	1.41
weighing 20%	Total	37	1-5	2.81	1.13

(continued)

Survey Questions	School Level	n	Range	Mean	Std. Deviation
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41. Overall, how effective is the Leader Keys Effectiveness System at evaluating your effectiveness?	Elementary	20	2-4	3.30	0.66
	Middle	12	3-4	3.75	0.45
	High	5	1-4	2.80	1.30
	Total	37	1-4	3.38	0.76

ANOVA

Survey Questions		Sum of Squares	df	Mean Square	F	Sig.
	Between					
	Groups	1.64	2	0.82	1.46	.23
1. LKES Component: Orientation	Within Groups	19.07	34	0.56		
	Total	20.70	36			
	Between					
	Groups	1.42	2	0.71	2.96	.07
2. LKES Component: Self-Assessment	Within Groups	8.15	34	0.24		
	Total	9.57	36			
	Between					
	Groups	8.45	2	4.23	14.64	.000
3. LKES Component: Performance and Goal Setting	Within Groups	9.82	34	0.29		
	Total	18.27	36			
	Between					
	Groups	4.15	2	2.08	3.19	.05
4. LKES Component: Pre-Evaluation Conference	Within Groups	22.12	34	0.65		
	Total	26.27	36			
	Between					
	Groups	10.39	2	5.20	8.14	.001
5. LKES Component: Documentation of Performance	Within Groups	21.72	34	0.64		
	Total	32.11	36			
	Between					
	Groups	4.38	2	2.19	2.99	.06
6. LKES Component: Supervisor Observations	Within Groups	24.92	34	0.73		
	Total	29.30	36			

(continued)

Survey Questions		Sum of Squares	df	Mean Square	F	Sig.
	Between					
	Groups	3.70	2	1.85	3.29	.05
7. LKES Component: Mid-Year Conference	Within Groups	18.53	33	0.56		
	Total	22.22	35			
	Between					
	Groups	4.31	2	2.16	3.23	.05
8. LKES Component: Summative Conference	Within Groups	22.72	34	0.67		
	Total	27.03	36			
	Between					
	Groups	3.27	2	1.64	2.15	.13
9. LKES Component: Leader Assessments of Performance Standards (LAPS)	Within Groups	25.92	34	0.76		
	Total	29.19	36			
	Between					
	Groups	1.73	2	0.86	0.77	.47
10. LKES Component: School Climate Surveys	Within Groups	37.95	34	1.12		
	Total	39.68	36			
	Between					
	Groups	0.23	2	0.11	0.18	.84
11. LKES Component: Student Attendance	Within Groups	21.67	34	0.64		
	Total	21.89	36			
	Between					
	Groups	0.49	2	0.25	0.32	.73
12. LKES Component: Retention of Effective Teachers	Within Groups	26.27	34	0.77		
	Total	26.76	36			

(continued)

Survey Questions		Sum of Squares	df	Mean Square	F	Sig.
	Between					
13. LKES Component: Student Growth Percentiles (SGPs)	Groups	0.91	2	0.45	0.46	.64
	Within Groups	32.73	33	0.99		
	Total	33.64	35			
	Between					
14. LKES Component: Student Learning Objectives (SLOs)	Groups	0.98	2	0.49	0.46	.64
	Within Groups	35.57	33	1.08		
	Total	36.56	35			
	Between					
15. LKES Component: Achievement Gap Reduction	Groups	0.38	2	0.19	0.19	.83
	Within Groups	33.26	33	1.01		
	Total	33.64	35			
	Between					
17. LAPS: Instructional Leadership	Groups	3.00	2	1.50	4.22	.02
	Within Groups	11.75	33	0.36		
	Total	14.75	35			
	Between					
18. LAPS: School Climate	Groups	4.97	2	2.48	3.38	.05
	Within Groups	24.26	33	0.74		
	Total	29.22	35			
	Between					
19. LAPS: Planning and Assessment	Groups	4.61	2	2.30	6.95	.003
	Within Groups	10.95	33	0.33		
	Total	15.56	35			

(continued)

Survey Questions		Sum of Squares	df	Mean Square	F	Sig.
	Between					
20. LAPS: Organizational Management	Groups	3.47	2	1.73	4.97	.01
	Within Groups	11.51	33	0.35		
	Total	14.97	35			
	Between					
21. LAPS: Human Resource Management	Groups	4.29	2	2.14	5.71	.008
	Within Groups	12.00	32	0.38		
	Total	16.29	34			
	Between					
22. LAPS: Teacher/Staff Management	Groups	5.31	2	2.65	9.27	.001
	Within Groups	9.44	33	0.29		
	Total	14.75	35			
	Between					
23. LAPS: Professionalism	Groups	3.23	2	1.61	4.20	.02
	Within Groups	12.66	33	0.38		
	Total	15.89	35			
	Between					
24. LAPS: Communication and Community Relations	Groups	4.64	2	2.32	5.93	.01
	Within Groups	12.92	33	0.39		
	Total	17.56	35			
	Between					
26. LKES Objective: Satisfying district accountability requirements	Groups	4.00	2	2.00	2.97	.07
	Within Groups	22.92	34	0.67		
	Total	26.92	36			

(continued)

Survey Questions		Sum of Squares	df	Mean Square	F	Sig.
27. LKES Objective: Satisfying state accountability requirements	Between					
	Groups	2.25	2	1.13	1.55	.23
	Within Groups	24.67	34	0.73		
	Total	26.92	36			
28. LKES Objective: Ensuring adherence to policies and procedures	Between					
	Groups	4.86	2	2.43	3.93	.03
	Within Groups	20.37	33	0.62		
	Total	25.22	35			
29. LKES Objective: Increasing standardized assessment scores	Between					
	Groups	2.90	2	1.45	1.28	.29
	Within Groups	38.67	34	1.14		
	Total	41.57	36			
30. LKES Objective: Improving graduation rates	Between					
	Groups	3.20	2	1.60	1.48	.24
	Within Groups	35.80	33	1.09		
	Total	39.00	35			
31. LKES Objective: Fostering positive school climate	Between					
	Groups	3.62	2	1.81	1.49	.24
	Within Groups	41.35	34	1.22		
	Total	44.97	36			
32. LKES Objective: Supporting the maintenance of the instructional program	Between					
	Groups	2.35	2	1.18	0.99	.38
	Within Groups	39.29	33	1.19		
	Total	41.64	35			

(continued)

Survey Questions		Sum of Squares	df	Mean Square	F	Sig.
	Between					
33. LKES Objective: Providing principals accurate feedback	Groups	3.50	2	1.75	1.69	.20
	Within Groups	35.20	34	1.04		
	Total	38.70	36			
	Between					
34. LKES Objective: Documenting sub-standard principal performance	Groups	2.26	2	1.13	1.15	.33
	Within Groups	33.47	34	0.98		
	Total	35.73	36			
	Between					
35. LKES Objective: Identifying principals' needs for professional development	Groups	2.69	2	1.35	0.91	.41
	Within Groups	50.07	34	1.47		
	Total	52.76	36			
	Between					
37. LKES Weight: LAPS rating weighing 30%	Groups	1.13	2	0.56	0.52	.60
	Within Groups	36.55	34	1.08		
	Total	37.68	36			
	Between					
38. LKES Weight: Student Growth and Academic Achievement rating weighing 50%	Groups	0.54	2	0.27	0.23	.80
	Within Groups	40.27	34	1.18		
	Total	40.81	36			
	Between					
39. LKES Weight: Achievement Gap Reduction rating weighing 20%	Groups	3.06	2	1.53	1.22	.31
	Within Groups	42.62	34	1.25		
	Total	45.68	36			
	Between					
41. Overall, how effective is the Leader Keys Effectiveness System at evaluating your effectiveness?	Groups	3.45	2	1.73	3.40	.05
	Within Groups	17.25	34	0.51		
	Total	20.70	36			

Turkey Post Hoc Test

Dependent Variable	(I) Current School Level	(J) Current School Level	Sig.
3. LKES Component: Performance and Goal Setting		Middle	0.52
	Elementary	High	0.00
		Elementary	0.52
	Middle	High	0.00
		Elementary	0.00
5. LKES Component: Documentation of Performance	High	Middle	0.00
		Middle	0.81
	Elementary	High	0.00
		Elementary	0.81
7. LKES Component: Mid- Year Conference	Middle	High	0.01
		Elementary	0.00
	High	Middle	0.01
		Middle	0.84
	Elementary	High	0.08
17. LAPS: Instructional Leadership		Elementary	0.84
	Middle	High	0.04
		Elementary	0.08
	High	Middle	0.04
		Middle	0.97
18. LAPS: School Climate	Elementary	High	0.02
		Elementary	0.97
	Middle	High	0.04
		Elementary	0.02
	High	Middle	0.04
18. LAPS: School Climate		Middle	0.98
	Elementary	High	0.04
		Elementary	0.98
	Middle	High	0.08
		Elementary	0.04
	High	Middle	0.08

(continued)

Dependent Variable	(I) Current School Level	(J) Current School Level	Sig.
19. LAPS: Planning and Assessment		Middle	0.97
	Elementary	High	0.00
		Elementary	0.97
	Middle	High	0.01
		Elementary	0.00
	High	Middle	0.01
20. LAPS: Organizational Management		Middle	0.99
	Elementary	High	0.01
		Elementary	0.99
	Middle	High	0.02
		Elementary	0.01
	High	Middle	0.02
21. LAPS: Human Resource Management		Middle	1.00
	Elementary	High	0.01
		Elementary	1.00
	Middle	High	0.01
		Elementary	0.01
	High	Middle	0.01
22. LAPS: Teacher/Staff Management		Middle	0.45
	Elementary	High	0.00
		Elementary	0.45
	Middle	High	0.01
		Elementary	0.00
	High	Middle	0.01
23. LAPS: Professionalism		Middle	0.99
	Elementary	High	0.03
		Elementary	0.99
	Middle	High	0.03
		Elementary	0.03
	High	Middle	0.03
24. LAPS: Communication and Community Relations		Middle	0.93
	Elementary	High	0.01
		Elementary	0.93
	Middle	High	0.01
		Elementary	0.01
	High	Middle	0.01

(continued)

Dependent Variable	(I) Current School Level	(J) Current School Level	Sig.
28. LKES Objective: Ensuring adherence to policies and procedures		Middle	0.91
	Elementary	High	0.02
		Elementary	0.91
	Middle	High	0.06
		Elementary	0.02
41. Overall, how effective is the Leader Keys Effectiveness System at evaluating your effectiveness?	High	Middle	0.06
		Middle	0.21
	Elementary	High	0.35
		Elementary	0.21
	Middle	High	0.04
	Elementary	0.35	
	High	Middle	0.04

Appendix I

Descriptive Statistics and ANOVAs: Research Question 6

Survey Questions		n	Range	Mean	Std. Deviation
1. LKES Component: Orientation	0-5 Years	22	2-4	3.32	0.72
	6-10 Years	5	2-4	3.4	0.89
	11+ Years	9	3-5	3.56	0.88
	Total	36	2-5	3.39	0.77
2. LKES Component: Self-Assessment	0-5 Years	22	2-4	3.73	0.55
	6-10 Years	5	4-5	4.2	0.45
	11+ Years	9	4-5	4.11	0.33
	Total	36	2-5	3.89	0.52
3. LKES Component: Performance and Goal Setting	0-5 Years	22	2-5	3.59	0.80
	6-10 Years	5	4-5	4.2	0.45
	11+ Years	9	3-5	4	0.50
	Total	36	2-5	3.78	0.72
4. LKES Component: Pre- Evaluation Conference	0-5 Years	22	2-5	3.64	0.90
	6-10 Years	5	4-5	4.4	0.55
	11+ Years	9	2-5	3.78	0.83
	Total	36	2-5	3.78	0.87
5. LKES Component: Documentation of Performance	0-5 Years	22	1-5	3.27	1.03
	6-10 Years	5	3-4	3.8	0.45
	11+ Years	9	2-5	3.11	0.93
	Total	36	1-5	3.31	0.95
6. LKES Component: Supervisor Observations	0-5 Years	22	1-5	3.14	0.99
	6-10 Years	5	4-4	4	0.00
	11+ Years	9	2-5	3.22	0.83
	Total	36	1-5	3.28	0.91

(continued)

Survey Questions		n	Range	Mean	Std. Deviation
7. LKES Component: Mid-Year Conference	0-5 Years	22	1-5	3.77	0.81
	6-10 Years	4	4-4	4	0.00
	11+ Years	9	2-5	3.67	1.00
	Total	35	1-5	3.77	0.81
8. LKES Component: Summative Conference	0-5 Years	22	1-5	3.77	0.92
	6-10 Years	5	4-5	4.2	0.45
	11+ Years	9	2-5	3.78	0.97
	Total	36	1-5	3.83	0.88
9. LKES Component: Leader Assessments of Performance Standards (LAPS)	0-5 Years	22	1-5	3.45	0.91
	6-10 Years	5	3-5	4	0.71
	11+ Years	9	2-5	3.44	1.01
	Total	36	1-5	3.53	0.91
10. LKES Component: School Climate Surveys	0-5 Years	22	1-5	3.18	1.14
	6-10 Years	5	3-4	3.4	0.55
	11+ Years	9	1-5	3.11	1.17
	Total	36	1-5	3.19	1.06
11. LKES Component: Student Attendance	0-5 Years	22	2-4	3.18	0.66
	6-10 Years	5	3-4	3.2	0.45
	11+ Years	9	1-4	2.67	1.12
	Total	36	1-4	3.06	0.79
12. LKES Component: Retention of Effective Teachers	0-5 Years	22	1-4	3.05	0.90
	6-10 Years	5	3-4	3.2	0.45
	11+ Years	9	2-5	3.11	1.05
	Total	36	1-5	3.08	0.87
13. LKES Component: Student Growth Percentiles (SGPs)	0-5 Years	21	1-4	3.19	1.08
	6-10 Years	5	2-4	3.6	0.89
	11+ Years	9	2-4	3	0.87
	Total	35	1-4	3.2	0.99

(continued)

Survey Questions		n	Range	Mean	Std. Deviation
14. LKES Component: Student Learning Objectives (SLOs)	0-5 Years 6-10 Years	21 5	1-4 2-4	2.71 2.6	1.06 0.89
	11+ Years	9	1-4	2.33	1.12
	Total	35	1-4	2.6	1.04
15. LKES Component: Achievement Gap Reduction	0-5 Years 6-10 Years	21 5	1-4 2-4	3.14 3.4	1.06 0.89
	11+ Years	9	2-5	3.22	0.97
	Total	35	1-5	3.2	0.99
17. LAPS: Instructional Leadership	0-5 Years 6-10 Years	22 4	2-5 4-5	3.77 4.25	0.75 0.50
	11+ Years	9	4-5	4.11	0.33
	Total	35	2-5	3.91	0.66
18. LAPS: School Climate	0-5 Years 6-10 Years	22 4	1-5 3-5	3.55 3.75	1.01 0.96
	11+ Years	9	3-5	4.11	0.60
	Total	35	1-5	3.71	0.93
19. LAPS: Planning and Assessment	0-5 Years 6-10 Years	22 4	2-5 4-5	3.73 4.25	0.70 0.50
	11+ Years	9	3-5	4.11	0.60
	Total	35	2-5	3.89	0.68
20. LAPS: Organizational Management	0-5 Years 6-10 Years	22 4	2-5 4-5	3.82 4.25	0.73 0.50
	11+ Years	9	4-5	4.22	0.44
	Total	35	2-5	3.97	0.66
21. LAPS: Human Resource Management	0-5 Years 6-10 Years	21 4	2-5 3-5	3.71 4	0.78 0.82
	11+ Years	9	4-5	4.11	0.33
	Total	34	2-5	3.85	0.70

(continued)

Survey Questions		n	Range	Mean	Std. Deviation
22. LAPS: Teacher/Staff Management	0-5 Years	22	2-5	3.82	0.73
	6-10 Years	4	4-5	4.25	0.50
	11+ Years	9	3-5	4	0.50
	Total	35	2-5	3.91	0.66
23. LAPS: Professionalism	0-5 Years	22	2-5	3.91	0.75
	6-10 Years	4	3-5	4	0.82
	11+ Years	9	3-5	4	0.50
	Total	35	2-5	3.94	0.68
24. LAPS: Communication and Community Relations	0-5 Years	22	2-5	3.86	0.77
	6-10 Years	4	3-5	4	0.82
	11+ Years	9	3-5	3.89	0.60
	Total	35	2-5	3.89	0.72
26. LKES Objective: Satisfying district accountability requirements	0-5 Years	22	1-4	3.23	0.97
	6-10 Years	5	2-4	3.6	0.89
	11+ Years	9	3-4	3.78	0.44
	Total	36	1-4	3.42	0.87
27. LKES Objective: Satisfying state accountability requirements	0-5 Years	22	1-4	3.23	0.97
	6-10 Years	5	2-4	3.6	0.89
	11+ Years	9	3-4	3.78	0.44
	Total	36	1-4	3.42	0.87
28. LKES Objective: Ensuring adherence to policies and procedures	0-5 Years	21	1-4	3.19	0.93
	6-10 Years	5	2-4	3.4	0.89
	11+ Years	9	2-4	3.44	0.73
	Total	35	1-4	3.29	0.86
29. LKES Objective: Increasing standardized assessment scores	0-5 Years	22	1-4	2.68	1.09
	6-10 Years	5	2-4	3.4	0.89
	11+ Years	9	1-5	3	1.12
	Total	36	1-5	2.86	1.07

(continued)

Survey Questions		n	Range	Mean	Std. Deviation
30. LKES Objective: Improving graduation rates	0-5 Years	21	1-4	2.57	1.08
	6-10 Years	5	2-4	3.4	0.89
	11+ Years	9	1-4	3	1.00
	Total	35	1-4	2.8	1.05
31. LKES Objective: Fostering positive school climate	0-5 Years	22	1-4	2.82	1.22
	6-10 Years	5	2-4	3	1.00
	11+ Years	9	1-4	3.22	0.97
	Total	36	1-4	2.94	1.12
32. LKES Objective: Supporting the maintenance of the instructional program	0-5 Years	22	1-5	3.05	1.17
	6-10 Years	4	2-4	3.25	0.96
	11+ Years	9	1-4	3.44	1.01
	Total	35	1-5	3.17	1.10
33. LKES Objective: Providing principals accurate feedback	0-5 Years	22	1-5	3.23	1.15
	6-10 Years	5	4-4	4	0.00
	11+ Years	9	2-5	3.33	1.00
	Total	36	1-5	3.36	1.05
34. LKES Objective: Documenting sub- standard principal performance	0-5 Years	22	1-5	3.18	1.01
	6-10 Years	5	4-4	4	0.00
	11+ Years	9	1-5	3.11	1.17
	Total	36	1-5	3.28	1.00
35. LKES Objective: Identifying principals' needs for professional development	0-5 Years	22	1-5	2.91	1.31
	6-10 Years	5	3-4	3.8	0.45
	11+ Years	9	1-5	3	1.23
	Total	36	1-5	3.06	1.22
37. LKES Weights: LAPS rating weighing 30%	0-5 Years	22	1-4	2.86	1.04
	6-10 Years	5	1-4	2.6	1.14
	11+ Years	9	1-4	2.89	1.05
	Total	36	1-4	2.83	1.03

(continued)

Survey Questions		n	Range	Mean	Std. Deviation
38. LKES Weights: Student Growth and Academic Achievement rating weighing 50%	0-5 Years 6-10 Years 11+ Years Total	22 5 9 36	1-4 2-4 1-5 1-5	2.55 3.4 3 2.78	1.01 0.89 1.23 1.07
39. LKES Weight: Achievement Gap Reduction rating weighing 20%	0-5 Years 6-10 Years 11+ Years Total	22 5 9 36	1-4 2-4 1-5 1-5	2.68 3.2 3 2.83	1.17 0.84 1.23 1.13
41. Overall, how effective is the Leader Keys Effectiveness System at evaluating your effectiveness?	0-5 Years 6-10 Years 11+ Years Total	22 5 9 36	1-4 3-4 2-4 1-4	3.27 3.8 3.33 3.36	0.83 0.45 0.71 0.76

ANOVA

Survey Questions		Sum of Squares	df	Mean Square	F	Sig.
1. LKES Component: Orientation	Between Groups	0.36	2	0.18	0.30	0.75
	Within Groups	20.20	33	0.61		
	Total	20.56	35			
2. LKES Component: Self-Assessment	Between Groups	1.50	2	0.75	3.08	0.06
	Within Groups	8.05	33	0.24		
	Total	9.56	35			
3. LKES Component: Performance and Goal Setting	Between Groups	2.10	2	1.05	2.15	0.13
	Within Groups	16.12	33	0.49		
	Total	18.22	35			
4. LKES Component: Pre-Evaluation Conference	Between Groups	2.38	2	1.19	1.64	0.21
	Within Groups	23.85	33	0.72		
	Total	26.22	35			
5. LKES Component: Documentation of Performance	Between Groups	1.59	2	0.79	0.87	0.43
	Within Groups	30.05	33	0.91		
	Total	31.64	35			
6. LKES Component: Supervisor Observations	Between Groups	3.08	2	1.54	1.94	0.16
	Within Groups	26.15	33	0.79		
	Total	29.22	35			
7. LKES Component: Mid-Year Conference	Between Groups	0.31	2	0.15	0.23	0.80
	Within Groups	21.86	32	0.68		
	Total	22.17	34			
8. LKES Component: Summative Conference	Between Groups	0.78	2	0.39	0.49	0.62
	Within Groups	26.22	33	0.80		
	Total	27.00	35			

(continued)

Survey Questions		Sum of Squares	df	Mean Square	F	Sig.
9. LKES Component: Leader Assessments of Performance Standards (LAPS)	Between Groups	1.30	2	0.65	0.77	0.47
	Within Groups	27.68	33	0.84		
	Total	28.97	35			
10. LKES Component: School Climate Surveys	Between Groups	0.28	2	0.14	0.12	0.89
	Within Groups	39.36	33	1.19		
	Total	39.64	35			
11. LKES Component: Student Attendance	Between Groups	1.82	2	0.91	1.49	0.24
	Within Groups	20.07	33	0.61		
	Total	21.89	35			
12. LKES Component: Retention of Effective Teachers	Between Groups	0.11	2	0.05	0.07	0.94
	Within Groups	26.64	33	0.81		
	Total	26.75	35			
13. LKES Component: Student Growth Percentiles (SGPs)	Between Groups	1.16	2	0.58	0.57	0.57
	Within Groups	32.44	32	1.01		
	Total	33.60	34			
14. LKES Component: Student Learning Objectives (SLOs)	Between Groups	0.91	2	0.46	0.41	0.67
	Within Groups	35.49	32	1.11		
	Total	36.40	34			
15. LKES Component: Achievement Gap Reduction	Between Groups	0.27	2	0.14	0.13	0.88
	Within Groups	33.33	32	1.04		
	Total	33.60	34			

(continued)

Survey Questions		Sum of Squares	df	Mean Square	F	Sig.
17. LAPS: Instructional Leadership	Between Groups	1.24	2	0.62	1.47	0.25
	Within Groups	13.50	32	0.42		
	Total	14.74	34			
18. LAPS: School Climate	Between Groups	2.05	2	1.03	1.21	0.31
	Within Groups	27.09	32	0.85		
	Total	29.14	34			
19. LAPS: Planning and Assessment	Between Groups	1.54	2	0.77	1.76	0.19
	Within Groups	14.00	32	0.44		
	Total	15.54	34			
20. LAPS: Organizational Management	Between Groups	1.39	2	0.70	1.64	0.21
	Within Groups	13.58	32	0.42		
	Total	14.97	34			
21. LAPS: Human Resource Management	Between Groups	1.09	2	0.55	1.11	0.34
	Within Groups	15.18	31	0.49		
	Total	16.27	33			
22. LAPS: Teacher/Staff Management	Between Groups	0.72	2	0.36	0.82	0.45
	Within Groups	14.02	32	0.44		
	Total	14.74	34			
23. LAPS: Professionalism	Between Groups	0.07	2	0.03	0.07	0.93
	Within Groups	15.82	32	0.49		
	Total	15.89	34			
24. LAPS: Communication and Community Relations	Between Groups	0.06	2	0.03	0.06	0.94
	Within Groups	17.48	32	0.55		
	Total	17.54	34			

(continued)

Survey Questions		Sum of Squares	df	Mean Square	F	Sig.
26. LKES Objective: Satisfying district accountability requirements	Between Groups	2.13	2	1.07	1.43	0.25
	Within Groups	24.62	33	0.75		
	Total	26.75	35			
27. LKES Objective: Satisfying state accountability requirements	Between Groups	2.13	2	1.07	1.43	0.25
	Within Groups	24.62	33	0.75		
	Total	26.75	35			
28. LKES Objective: Ensuring adherence to policies and procedures	Between Groups	0.48	2	0.24	0.31	0.73
	Within Groups	24.66	32	0.77		
	Total	25.14	34			
29. LKES Objective: Increasing standardized assessment scores	Between Groups	2.33	2	1.17	1.01	0.37
	Within Groups	37.97	33	1.15		
	Total	40.31	35			
30. LKES Objective: Improving graduation rates	Between Groups	3.26	2	1.63	1.52	0.24
	Within Groups	34.34	32	1.07		
	Total	37.60	34			
31. LKES Objective: Fostering positive school climate	Between Groups	1.06	2	0.53	0.41	0.67
	Within Groups	42.83	33	1.30		
	Total	43.89	35			
32. LKES Objectives: Supporting the maintenance of the instructional program	Between Groups	1.05	2	0.52	0.42	0.66
	Within Groups	39.93	32	1.25		
	Total	40.97	34			

(continued)

Survey Questions		Sum of Squares	df	Mean Square	F	Sig.
33. LKES Objective: Providing principals accurate feedback	Between Groups	2.44	2	1.22	1.12	0.34
	Within Groups	35.86	33	1.09		
	Total	38.31	35			
34. LKES Objective: Documenting sub-standard principal performance	Between Groups	3.06	2	1.53	1.57	0.22
	Within Groups	32.16	33	0.98		
	Total	35.22	35			
35. LKES Objective: Identifying principals' needs for professional development	Between Groups	3.27	2	1.64	1.11	0.34
	Within Groups	48.62	33	1.47		
	Total	51.89	35			
37. LKES Weight: LAPS rating weighing 30%	Between Groups	0.32	2	0.16	0.14	0.87
	Within Groups	36.68	33	1.11		
	Total	37.00	35			
38. LKES Weight: Student Growth and Academic Achievement rating weighing 50%	Between Groups	3.57	2	1.78	1.61	0.22
	Within Groups	36.66	33	1.11		
	Total	40.22	35			
39. LKES Weight: Achievement Gap Reduction rating weighing 20%	Between Groups	1.43	2	0.71	0.54	0.59
	Within Groups	43.57	33	1.32		
	Total	45.00	35			
41. Overall, how effective is the Leader Keys Effectiveness System at evaluating your effectiveness?	Between Groups	1.14	2	0.57	0.98	0.39
	Within Groups	19.16	33	0.58		
	Total	20.31	35			

Appendix J

Descriptive Statistics and Independent Samples t-test: Research Question 7

Survey Questions	Are you a principal of a Title-I School:	n	Mean	Std. Deviation
1. LKES Component: Orientation	Yes	16	3.50	0.73
	No	21	3.29	0.78
2. LKES Component: Self-Assessment	Yes	16	3.94	0.44
	No	21	3.86	0.57
3. LKES Component: Performance and Goal Setting	Yes	16	4.00	0.52
	No	21	3.62	0.81
4. LKES Component: Pre- Evaluation Conference	Yes	16	3.94	0.85
	No	21	3.67	0.86
5. LKES Component: Documentation of Performance	Yes	16	3.25	0.86
	No	21	3.38	1.02
6. LKES Component: Supervisor Observations	Yes	16	3.38	0.89
	No	21	3.19	0.93
7. LKES Component: Mid-Year Conference	Yes	15	3.93	0.59
	No	21	3.67	0.91
8. LKES Component: Summative Conference	Yes	16	4.06	0.68
	No	21	3.67	0.97
9. LKES Component: Leader Assessments of Performance Standards (LAPS)	Yes	16	3.69	0.87
	No	21	3.43	0.93
10. LKES Component: School Climate Surveys	Yes	16	2.94	1.18
	No	21	3.38	0.92
11. LKES Component: Student Attendance	Yes	16	3.13	0.81
	No	21	3.00	0.78
12. LKES Component: Retention of Effective Teachers	Yes	16	3.06	0.93
	No	21	3.10	0.83
13. LKES Component: Student Growth Percentiles (SGPs)	Yes	15	3.33	0.90
	No	21	3.10	1.04

(continued)

Survey Questions	Are you a principal of a		Mean	Std. Deviation
	Title-I School:	n		
14. LKES Component: Student Learning Objectives (SLOs)	Yes	15	2.93	1.03
	No	21	2.38	0.97
15. LKES Component: Achievement Gap Reduction	Yes	15	3.13	1.06
	No	21	3.24	0.94
17. LAPS: Instructional Leadership	Yes	16	4.06	0.57
	No	20	3.80	0.70
	Yes	16	3.94	0.77
18. LAPS: School Climate	No	20	3.55	1.00
19. LAPS: Planning and Assessment	Yes	16	4.06	0.57
	No	20	3.75	0.72
20. LAPS: Organizational Management	Yes	16	4.19	0.54
	No	20	3.80	0.70
21. LAPS: Human Resource Management	Yes	16	4.06	0.57
	No	19	3.68	0.75
22. LAPS: Teacher/Staff Management	Yes	16	4.06	0.57
	No	20	3.80	0.70
	Yes	16	4.25	0.45
23. LAPS: Professionalism	No	20	3.70	0.73
24. LAPS: Communication and Community Relations	Yes	16	4.19	0.54
	No	20	3.65	0.75
26. LKES Objective: Satisfying district accountability requirements	Yes	16	3.38	0.89
	No	21	3.43	0.87
27. LKES Objective: Satisfying state accountability requirements	Yes	16	3.31	0.87
	No	21	3.48	0.87
28. LKES Objective: Ensuring adherence to policies and procedures	Yes	15	3.47	0.83
	No	21	3.14	0.85

(continued)

Survey Questions	Are you a principal of a Title-I School:	n	Mean	Std. Deviation
29. LKES Objective: Increasing standardized assessment scores	Yes	16	2.75	1.00
	No	21	3.00	1.14
30. LKES Objective: Improving graduation rates	Yes	15	2.60	0.99
	No	21	3.00	1.10
31. LKES Objective: Fostering positive school climate	Yes	16	3.19	1.11
	No	21	2.81	1.12
32. LKES Objective: Supporting the maintenance of the instructional program	Yes	16	3.44	1.09
	No	20	3.00	1.08
33. LKES Objective: Providing principals accurate feedback	Yes	16	3.50	1.10
	No	21	3.29	1.01
34. LKES Objective: Documenting sub-standard principal performance	Yes	16	3.25	1.00
	No	21	3.33	1.02
35. LKES Objective: Identifying principals' needs for professional development	Yes	16	3.19	1.11
	No	21	3.00	1.30
37. LKES Weight: LAPS rating weighing 30%	Yes	16	3.00	1.16
	No	21	2.67	0.91
38. LKES Weight: Student Growth and Academic Achievement rating weighing 50%	Yes	16	2.75	1.29
	No	21	2.76	0.89
39. LKES Weight: Achievement Gap Reduction rating weighing 20%	Yes	16	2.69	1.35
	No	21	2.90	0.94
41. Overall, how effective is the Leader Keys Effectiveness System at evaluating your effectiveness?	Yes	16	3.50	0.73
	No	21	3.29	0.78

Independent Samples t-test

Survey Questions	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
1. LKES Component: Orientation	0.01	0.91	0.85	35.00	0.40
			0.86	33.52	0.40
2. LKES Component: Self-Assessment	0.57	0.45	0.47	35.00	0.65
			0.48	34.99	0.63
3. LKES Component: Performance and Goal Setting	6.55	0.02	1.65	35.00	0.11
			1.75	34.16	0.09
4. LKES Component: Pre-Evaluation Conference	0.84	0.37	0.95	35.00	0.35
			0.96	32.49	0.35
5. LKES Component: Documentation of Performance	0.31	0.58	-0.41	35.00	0.68
			-0.42	34.64	0.68
6. LKES Component: Supervisor Observations	0.05	0.83	0.61	35.00	0.55
			0.62	33.20	0.54
7. LKES Component: Mid-Year Conference	3.49	0.07	0.99	34.00	0.33
			1.06	33.78	0.30
8. LKES Component: Summative Conference	1.42	0.24	1.40	35.00	0.17
			1.46	34.83	0.15
9. LKES Component: Leader Assessments of Performance Standards (LAPS)	0.02	0.89	0.86	35.00	0.39
			0.87	33.35	0.39

(continued)

Survey Questions	F	Sig.	t	df	Sig. (2-tailed)
10. LKES Component: School Climate Surveys	0.09	0.76	-1.28	35.00	0.21
			-1.24	27.65	0.23
11. LKES Component: Student Attendance	0.13	0.72	0.48	35.00	0.64
			0.48	31.74	0.64
12. LKES Component: Retention of Effective Teachers	0.24	0.63	-0.11	35.00	0.91
			-0.11	30.40	0.91
13. LKES Component: Student Growth Percentiles (SGPs)	0.68	0.42	0.71	34.00	0.48
			0.73	32.71	0.47
14. LKES Component: Student Learning Objectives (SLOs)	0.16	0.69	1.64	34.00	0.11
			1.62	29.18	0.12
15. LKES Component: Achievement Gap Reduction	0.09	0.76	-0.31	34.00	0.76
			-0.31	28.04	0.76
17. LAPS: Instructional Leadership	0.29	0.60	1.21	34.00	0.23
			1.24	33.95	0.22
18. LAPS: School Climate	2.41	0.13	1.28	34.00	0.21
			1.31	33.97	0.20
19. LAPS: Planning and Assessment	0.86	0.36	1.42	34.00	0.17
			1.45	34.00	0.16
20. LAPS: Organizational Management	0.05	0.83	1.82	34.00	0.08
			1.88	33.99	0.07

(continued)

Survey Questions	F	Sig.	t	df	Sig. (2-tailed)
21. LAPS: Human Resource Management	2.00	0.17	1.65	33.00	0.11
			1.69	32.74	0.10
22. LAPS: Teacher/Staff Management	0.29	0.60	1.21	34.00	0.23
			1.24	33.95	0.22
23. LAPS: Professionalism	1.89	0.18	2.63	34.00	0.01
			2.77	32.02	0.01
24. LAPS: Communication and Community Relations	1.90	0.18	2.41	34.00	0.02
			2.50	33.77	0.02
26. LKES Objective: Satisfying district accountability requirements	0.26	0.61	-0.18	35.00	0.86
			-0.18	32.15	0.86
27. LKES Objective: Satisfying state accountability requirements	0.26	0.61	-0.57	35.00	0.58
			-0.57	32.43	0.58
28. LKES Objective: Ensuring adherence to policies and procedures	0.13	0.72	1.13	34.00	0.27
			1.14	30.75	0.26
29. LKES Objective: Increasing standardized assessment scores	0.04	0.84	-0.70	35.00	0.49
			-0.71	34.24	0.48
30. LKES Objective: Improving graduation rates	0.02	0.88	-1.13	34.00	0.27
			-1.15	32.11	0.26
31. LKES Objective: Fostering positive school climate	0.00	0.97	1.02	35.00	0.32
			1.02	32.66	0.32

(continued)

Survey Questions	F	Sig.	t	df	Sig. (2-tailed)
32. LKES Objective: Supporting the maintenance of the instructional program	0.21	0.65	1.20	34.00	0.24
			1.20	32.06	0.24
33. LKES Objective: Providing principals accurate feedback	0.72	0.40	0.62	35.00	0.54
			0.61	30.92	0.55
34. LKES Objective: Documenting sub-standard principal performance	0.00	0.95	-0.25	35.00	0.81
			-0.25	32.71	0.81
35. LKES Objective: Identifying principals' needs for professional development	0.25	0.62	0.46	35.00	0.65
			0.47	34.52	0.64
37. LKES Weight: LAPS rating weighing 30%	0.33	0.57	0.98	35.00	0.33
			0.95	27.94	0.35
38. LKES Weight: Student Growth and Academic Achievement rating weighing 50%	2.86	0.10	-0.03	35.00	0.97
			-0.03	25.32	0.98
39. LKES Weight: Achievement Gap Reduction rating weighing 20%	3.50	0.07	-0.58	35.00	0.57
			-0.55	25.55	0.59
41. Overall, how effective is the Leader Keys Effectiveness System at evaluating your effectiveness?	0.01	0.93	0.85	35.00	0.40
			0.86	33.52	0.40

Appendix K

Descriptive Statistics and Independent Samples t-test: Research Question 8

Survey Questions	Sex	n	Mean	Std. Deviation
1. LKES Component: Orientation	Male	17	3.65	0.61
	Female	20	3.15	0.81
2. LKES Component: Self-Assessment	Male	17	4.00	0.35
	Female	20	3.80	0.62
3. LKES Component: Performance and Goal Setting	Male	17	3.88	0.70
	Female	20	3.70	0.73
4. LKES Component: Pre-Evaluation Conference	Male	17	3.94	0.56
	Female	20	3.65	1.04
5. LKES Component: Documentation of Performance	Male	17	3.47	0.87
	Female	20	3.20	1.01
6. LKES Component: Supervisor Observations	Male	17	3.35	0.70
	Female	20	3.20	1.06
7. LKES Component: Mid-Year Conference	Male	16	3.75	0.68
	Female	20	3.80	0.89
8. LKES Component: Summative Conference	Male	17	3.82	0.81
	Female	20	3.85	0.93
9. LKES Component: Leader Assessments of Performance Standards (LAPS)	Male	17	3.65	0.86
	Female	20	3.45	0.95
10. LKES Component: School Climate Surveys	Male	17	3.65	0.93
	Female	20	2.80	1.01
11. LKES Component: Student Attendance	Male	17	3.18	0.73
	Female	20	2.95	0.83
12. LKES Component: Retention of Effective Teachers	Male	17	3.29	0.69
	Female	20	2.90	0.97
13. LKES Component: Student Growth Percentiles (SGPs)	Male	17	3.29	0.92
	Female	19	3.11	1.05
14. LKES Component: Student Learning Objectives (SLOs)	Male	17	2.82	1.02
	Female	19	2.42	1.02
15. LKES Component: Achievement Gap Reduction	Male	17	3.41	0.71
	Female	19	3.00	1.16
17. LAPS: Instructional Leadership	Male	17	3.94	0.66
	Female	19	3.89	0.66
	Male	17	3.88	0.78
18. LAPS: School Climate	Female	19	3.58	1.02

(continued)

Survey Questions	Sex	n	Mean	Std. Deviation
19. LAPS: Planning and Assessment	Male	17	3.88	0.70
	Female	19	3.89	0.66
20. LAPS: Organizational Management	Male	17	4.00	0.71
	Female	19	3.95	0.62
21. LAPS: Human Resource Management	Male	17	3.88	0.70
	Female	18	3.83	0.71
22. LAPS: Teacher/Staff Management	Male	17	3.88	0.60
	Female	19	3.95	0.71
	Male	17	3.88	0.70
23. LAPS: Professionalism	Female	19	4.00	0.67
24. LAPS: Communication and Community Relations	Male	17	3.82	0.73
	Female	19	3.95	0.71
26. LKES Objective: Satisfying district accountability requirements	Male	17	3.41	0.71
	Female	20	3.40	1.00
27. LKES Objective: Satisfying state accountability requirements	Male	17	3.47	0.72
	Female	20	3.35	0.99
28. LKES Objective: Ensuring adherence to policies and procedures	Male	17	3.29	0.69
	Female	19	3.26	0.99
29. LKES Objective: Increasing standardized assessment scores	Male	17	3.18	0.88
	Female	20	2.65	1.18
30. LKES Objective: Improving graduation rates	Male	17	3.24	0.90
	Female	19	2.47	1.07
31. LKES Objective: Fostering positive school climate	Male	17	3.18	0.95
	Female	20	2.80	1.24
32. LKES Objective: Supporting the maintenance of the instructional program	Male	17	3.29	0.99
	Female	19	3.11	1.20
33. LKES Objective: Providing principals accurate feedback	Male	17	3.59	0.87
	Female	20	3.20	1.15
34. LKES Objective: Documenting sub-standard principal performance	Male	17	3.59	0.62
	Female	20	3.05	1.19
35. LKES Objective: Identifying principals' needs for professional development	Male	17	3.59	0.87
	Female	20	2.65	1.31

(continued)

Survey Questions	Sex	n	Mean	Std. Deviation
37. LKES Weight: LAPS rating weighing 30%	Male	17	2.94	0.90
	Female	20	2.70	1.13
38. LKES Weight: Student Growth and Academic Achievement rating weighing 50%	Male	17	2.88	0.93
	Female	20	2.65	1.18
39. LKES Weight: Achievement Gap Reduction rating weighing 20%	Male	17	3.06	0.97
	Female	20	2.60	1.23
41. Overall, how effective is the Leader Keys Effectiveness System at evaluating your effectiveness?	Male	17	3.59	0.62
	Female	20	3.20	0.83

Independent Samples t-test

Survey Questions	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig (2-tailed)
1. LKES Component: Orientation	0.31	0.58	2.08	35.00	0.05
2. LKES Component: Self-Assessment	5.41	0.03	2.13	34.48	0.04
3. LKES Component: Performance and Goal Setting	0.54	0.47	1.18	35.00	0.25
4. LKES Component: Pre-Evaluation Conference	7.81	0.01	1.23	31.05	0.23
5. LKES Component: Documentation of Performance	0.24	0.63	0.77	35.00	0.45
6. LKES Component: Supervisor Observations	1.98	0.17	0.78	34.53	0.44
7. LKES Component: Mid-Year Conference	0.24	0.63	1.03	35.00	0.31
8. LKES Component: Summative Conference	0.22	0.64	1.08	29.90	0.29
9. LKES Component: Leader Assessments of Performance Standards (LAPS)	0.11	0.74	0.87	35.00	0.39
			0.88	34.97	0.39
			0.51	35.00	0.61
			0.53	33.22	0.60
			-0.18	34.00	0.86
			-0.19	33.95	0.85
			-0.09	35.00	0.93
			-0.09	34.98	0.93
			0.66	35.00	0.52
			0.66	34.80	0.51

(continued)

Survey Questions	F	Sig.	t	df	Sig (2-tailed)
10. LKES Component: School Climate Surveys	0.00	0.95	2.64	35.00	0.01
			2.66	34.71	0.01
11. LKES Component: Student Attendance	0.24	0.63	0.88	35.00	0.39
			0.89	34.94	0.38
12. LKES Component: Retention of Effective Teachers	0.80	0.38	1.40	35.00	0.17
			1.44	33.99	0.16
13. LKES Component: Student Growth Percentiles (SGPs)	0.30	0.59	0.57	34.00	0.57
			0.58	33.99	0.57
14. LKES Component: Student Learning Objectives (SLOs)	0.40	0.53	1.19	34.00	0.24
			1.19	33.58	0.24
15. LKES Component: Achievement Gap Reduction	1.22	0.28	1.27	34.00	0.21
			1.30	30.38	0.20
17. LAPS: Instructional Leadership	0.07	0.79	0.21	34.00	0.83
			0.21	33.55	0.83
18. LAPS: School Climate	1.66	0.21	0.99	34.00	0.33
			1.01	33.28	0.32
19. LAPS: Planning and Assessment	0.05	0.82	-0.06	34.00	0.96
			-0.06	33.03	0.96
20. LAPS: Organizational Management	0.06	0.80	0.24	34.00	0.81
			0.24	32.12	0.82
21. LAPS: Human Resource Management	0.09	0.77	0.21	33.00	0.84
			0.21	32.94	0.84

(continued)

Survey Questions	F	Sig.	t	df	Sig (2-tailed)
22. LAPS: Teacher/Staff Management	0.20	0.66	-0.30	34.00	0.77
			-0.30	33.93	0.77
23. LAPS: Professionalism	0.36	0.55	-0.52	34.00	0.61
			-0.52	33.17	0.61
24. LAPS: Communication and Community Relations	0.31	0.58	-0.52	34.00	0.61
			-0.52	33.29	0.61
26. LKES Objective: Satisfying district accountability requirements	2.44	0.13	0.04	35.00	0.97
			0.04	34.10	0.97
27. LKES Objective: Satisfying state accountability requirements	2.69	0.11	0.42	35.00	0.68
			0.43	34.24	0.67
28. LKES Objective: Ensuring adherence to policies and procedures	4.00	0.05	0.11	34.00	0.92
			0.11	32.09	0.91
29. LKES Objective: Increasing standardized assessment scores	2.57	0.12	1.51	35.00	0.14
			1.55	34.48	0.13
30. LKES Objective: Improving graduation rates	1.37	0.25	2.29	34.00	0.03
			2.31	33.89	0.03
31. LKES Objective: Fostering positive school climate	2.38	0.13	1.02	35.00	0.31
			1.04	34.68	0.30

(continued)

Survey Questions	F	Sig.	t	df	Sig (2-tailed)
32. LKES Objective: Supporting the maintenance of the instructional program	0.37	0.55	0.51	34.00	0.61
			0.52	33.79	0.61
33. LKES Objective: Providing principals accurate feedback	2.17	0.15	1.14	35.00	0.26
			1.17	34.57	0.25
34. LKES Objective: Documenting sub-standard principal performance	5.39	0.03	1.68	35.00	0.10
			1.76	29.45	0.09
35. LKES Objective: Identifying principals' needs for professional development	7.28	0.01	2.52	35.00	0.02
			2.60	33.23	0.01
37. LKES Weight: LAPS rating weighing 30%	0.68	0.42	0.71	35.00	0.48
			0.72	34.88	0.47
38. LKES Weight: Student Growth and Academic Achievement rating weighing 50%	2.63	0.11	0.66	35.00	0.52
			0.67	34.81	0.51
39. LKES Weight: Achievement Gap Reduction rating weighing 20%	2.85	0.10	1.24	35.00	0.22
			1.27	34.81	0.21
41. Overall, how effective is the Leader Keys Effectiveness System at evaluating your effectiveness?	0.59	0.45	1.58	35.00	0.12
			1.62	34.43	0.11